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ABSTRACT

Intended for use by teachers at the high school level, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines a semester special interest course in the area of child development. As the concluding course of a curriculum on this subject which commences on the junior high level in a separate guide (CE 017 500), it covers many of the same areas of instruction as the earlier units. The concepts included are as follow: (1) responsibilities of parenthood; (2) community agencies dealing with children's needs; (3) family planning, including birth control, childlessness, and adoption; (4) baby care, covering the nutritional, clothing, equipment, and health care needs of infants; (5) child guidance, focusing on discipline and playschools; (6) career opportunities in child development; (7) middle childhood; and (8) adolescence. Behavioral objectives are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources (primarily books and films) and supporting generalizations. The appendix contains sample forms, instructional activities, and suggestions for a playschool schedule and physical arrangement. A list of resources is gathered together at the end, including books, periodicals, pamphlets, and filmstrips. (ELG)

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KENTUCKY CONSUMER & HOMEMAKING EDUCATION

Child Development

CURRICULUM GUIDE SEMESTER COURSE



Prepared by
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In Cooperation with
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Bureau of Vocational Education
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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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CE017 499

CHILD DEVELOPMENT AREA

Semester Course

of the

Curriculum Guide

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TITLE OF COURSE: SEMESTER COURSE IN CHILD DEVELOPMENT

SUGGESTED TIME: 18 weeks

MAJOR CONCEPTS FOR COURSE:

Responsibilities of parenthood
Community agencies dealing with the total needs of children
Family planning
Baby care
Guiding children through a playschool experience
Career opportunities in child development
Middle childhood
Adolescence

BEHAVIORAL OBJECTIVES FOR COURSE:

The student will :

- analyze responsibilities of parenthood.
- recognize the aids for children which are available from community agencies.
- determine how attitudes toward family planning are formed.
- recognize certain responsibilities in caring for babies.
- effectively guide children through a playschool experience.
- comprehend career opportunities for which a background in child development is helpful.
- recognize the characteristics of middle childhood.
- understand the parental point of view of adolescence.

GENERALIZATIONS FOR COURSE:

Adequate knowledge of responsibilities and predictable patterns of child development help couples to enjoy parenthood to its fullest.

Most communities have some resources to provide help to children.

Family planning is needed to prevent undue strain and stress.

The quality of the care given a baby will influence his happiness and well being.

The use of sound guidance techniques will result in a cheerful, comfortable play experience for children.

A knowledge of child development career opportunities will provide a basis for career selection in a variety of occupations.

Communication within the family may improve when parents understand the changes made during middle childhood.

Parental understanding of changes during adolescence may improve communication within the family.

**CONCEPTUAL OUTLINE
SEMESTER COURSE IN CHILD DEVELOPMENT**

(Prerequisite, 2 Years Comprehensive)

	Page
I. Responsibilities of parenthood (4 wks.)	3
A. Transmission of culture	
B. Legal and financial responsibilities of parents	
C. Patterns of development of children	
D. Child-rearing responsibilities	
E. Special parental responsibilities	
II. Community agencies dealing with the total needs of children (integrated into the above 4 wks.)	14
A. Community agencies that serve children	
B. Services for children provided by community agencies	
III. Family planning (3 wks.)	16
A. Attitude toward family planning	
B. Unanticipated pregnancy	
C. Spacing of children	
D. Conception control	
E. Childlessness	
F. Adoption	
IV. Baby Care (2 wks.)	20
A. Sequence of development during the first two years	
B. Nutritional needs of babies	
C. Selection of clothing for babies	
D. Selection of equipment for babies	
E. Health care of babies	
V. Guiding children through a playschool experience (6 wks.)	28
A. Principles of child guidance	
B. The role of the adult in the guidance of children	
C. Organization of a playschool	
D. Experiences for children in a playschool	
E. Observation of children in a playschool	
VI. Career opportunities in child development (integrated into the above 6 wks.)	43
A. Occupations related to child development	
B. Training required for careers in child development	
C. Personal qualifications required for success in child development careers	
VII. Middle childhood (2 wks.)	46
A. Patterns of development during middle childhood	
B. Influence of peers on a child from six to twelve	
C. Influence of family on the child from six to twelve	
D. Sources of anxiety and conflict in children of middle childhood	
E. The six to twelve year old as a consumer	
VIII. Adolescence	50
A. The need for parental understanding of the adolescent	
B. Problems of adolescence	
C. Guidance of adolescence	

SPECIAL INTEREST

MAJOR CONCEPT FOR UNIT: I. Responsibilities of parenthood

SUPPORTING CONCEPTS: A. Transmission of culture
B. Legal and financial responsibilities of parents
C. Patterns of development of children
D. Child rearing responsibilities
E. Special parental responsibilities

BEHAVIORAL OBJECTIVE FOR UNIT: Analyze responsibilities of parenthood.

SPECIFIC PERFORMANCE OUTCOMES:

- The student will
- cite examples of how culture is transmitted from generation to generation.
 - explain some financial and legal responsibilities that parents must assume.
 - explain the need for parents to have a knowledge of patterns of development.
 - identify some child-rearing responsibilities.
 - show ways special conditions such as working parents, a sick child and/or a handicapped child affect parental responsibilities.

GENERALIZATION: Adequate knowledge of responsibilities and predictable patterns of child development help couples to enjoy parenthood to its fullest.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Prejudicial attitudes may result from insufficient knowledge about family life in other cultures.	<u>Interest Approach:</u> Bulletin board with pictures of families of various cultures eating, dressing, etc.	<u>Man and His Culture</u> , Audio-Visual Services, University of Kentucky
	<u>Answer questions</u> about the film such as: - What is culture? - How is culture transmitted? - How is culture internalized?	
	OR <u>View</u> a filmstrip which points out the ways people are both alike and different and answer the question, "Are you conscious of traditions, rituals, or ceremonies your family practices that are different from your friends?"	<u>My Family and Other Families - Alike and Different</u> , Early Childhood Series

SPECIAL INTEREST - I. Responsibilities of Parenthood

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	OR <u>Discuss</u> how culture is transmitted within families, communities, and countries.	Landis, <u>Your Marriage and Family Living</u>, Ch. 19
To satisfy our individual needs we may adapt ideas and standards of many cultures.	<u>Buzz groups:</u> <u>Determine</u> how cultural traits affect children in the family, school, and community such as: - scholastic performance - self concept - attitude toward others.	Baker & Fane, <u>Understanding and Guiding Young Children</u>, 2nd Ed., Ch. 11
Acceptable child-rearing practices vary from culture to culture.	<u>Read</u> references on child-rearing practices of families in various cultures and <u>compare</u> findings.	(AT) Queen and Habenstein, <u>The Family in Various Cultures</u>
	<u>Discuss</u> ways culture differs within socio-economic levels in the community.	Young, <u>Life Among the Giants</u>, Chs. 1 & 3
		Current publications: such as <u>Forum</u>, Spring/Summer 1970
		Shuey, Woods, and Young, <u>Learning About Children</u>, Chs. 4, 20, and 21
		Brisbane, <u>The Developing Child</u>, 2nd Ed., Ch. 3, pp. 71-77
		<u>Teachers' Curriculum Guide to Conservation Education</u>, Unit I
		Erickson, <u>Childhood and Society</u>, Ch. 3
		Duvall & Hill, <u>When You Marry</u>, Ch. 1, pp. 5-6
		Public Affairs Pamphlet, <u>How to Bring Up Your Child Without Prejudice</u>

One's values may change as he learns to respect the differences in the ways people live.

Parenthood brings both joy and pleasure but also involves expense and responsibility.

It requires approximately three years of a family's income to finance each child from birth to high school.

Knowing the basic principles of development will enable one to predict what things can be expected of any child.

Share with the class current magazine stories, newspaper articles and/or TV programs which depict the ways people live

Resource Person: Invite a resource person to talk about his or her experiences and observations of different types of family life.

Evaluation: List ways culture is transmitted and write a summary describing the origin of one's own cultural traits.

Resource Person: Invite a resource person to talk about financial and legal responsibilities in both one-parent and two-parent families.

OR

(AT) Students interview persons in the community concerned with financial and legal responsibilities of parents.

Read current articles to determine the cost of rearing children.

Panel: Invite parents to discuss the cost of rearing children.

Summarize by listing some financial and legal responsibilities parents must assume.

(SL) Interest Approach: Use bulletin board idea "Can you tell their ages by what they do?"

Recall and review the basic principles of child development.

TV programs, magazines, and newspapers

Suggested resource persons:

- foreign student
- persons who have visited other countries
- naturalized citizens
- persons from other states
- persons from different socio-economic levels

Directory of Health, Welfare and Community Service, 1st Ed.,

Suggested resource persons:

- child-welfare representative
- lawyer
- public-assistance representative
- county judge
- liability-insurance agent

Current magazines such as:

- Changing Times
- Parents

Suggested panel members:

- parent of an infant
- parent of a preschool child
- parent of an elementary pupil
- parent of a high school student

Pictures from magazines

Ames, Child Care and Development, Ch. 4

Brisbane, The Developing Child, Ch. 3, p. 62

SPECIAL INTEREST - I. Responsibilities of Parenthood

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Knowing the normal sequence of development will enable one to provide more effective guidance for children.	<u>View</u> transparency illustrating head-to-foot, near-to-far, and ulnar-radial development.	Transparency idea:  Ames, <u>Child Care and Development</u>, Ch. 5 Hurlock, <u>Child Growth and Development</u>, Ch. 5 Langford, <u>Guidance of the Young Child</u>, Ch. 5 Wallace & McCullar, <u>Building Your Home Life</u>, Ch. 2, pp. 50-56 Shuey, Woods, & Young, <u>Learning About Children</u>, Ch. 1
	<u>List</u> the sequence of growth patterns in children.	
	<u>Discuss</u> how physical growth affects the child's social and motor development.	
	<u>Cite</u> examples of differences observed in children such as: - on bus - in classroom - in public places	
	<u>Summarize</u> orally the principles of child development. OR View a film which shows the principles of child development.	<u>Principles of Development</u>, Kentucky Department of Mental Health, OR Kentucky Department of Child Welfare, OR Modern Talking Films

Parents will handle situations differently due to differences in age, values, education, economic and cultural backgrounds.

(AT) Complete a crossword puzzle to identify principles and patterns of development.

Evaluation: Write a paragraph explaining how the knowledge of patterns of development will help parents.

Read and discuss references which point out qualities responsible mothers and fathers possess.

Role-play responsible and irresponsible parents.

The study of child development leads to an understanding of the behavior of children.

Brainstorm why we need to increase our knowledge about how children develop.

View a film that illustrates changes in interests, activities and emotions as children grow and how these changes are revealed through behavior.

OR

Group work: Suggest ways of helping children meet their basic emotional needs.

(Example) Need to achieve: give a child tasks that are within the range of his ability.

View pictures of children portraying a variety of emotions and determine the kind of emotion portrayed and the possible causes.

Appendixes A & B

Dodson, How To Parent, Ch. 1

Brisbane, The Developing Child, 2nd Ed., Ch. 2

Ames, Child Care and Development, Ch. 2

Fane, Behind Every Face A Family, Ch. 7

Shuey, Woods, & Young, Learning About Children, Ch. 2

He Acts His Age, Audio-Visual Services, University of Kentucky

OR

The Time of Growing, Metropolitan Life Insurance

Hurlock, Child Development, Ch. 19

Barclay & Champion, Teen Guide To Homemaking, Ch. 20

Fleck & Fernandez, Exploring Home and Family Living, 3rd Ed., Ch. 2

The Child's World, Moods and Emotions, or magazine illustrations and candid snapshots

SPECIAL INTEREST - I. Responsibilities of Parenthood

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
An individual's self-image is a combination of attitudes, beliefs, impressions, habits, and values.	Discuss how parents may help a child develop a positive self-image such as: - more praise, less criticism - setting limits - avoid comparison with other children - giving him responsibility.	Westlake, <u>Relationships</u>, Ch. 2, pp. 14-16 Hurlock, <u>Child Growth and Development</u>, Ch. 18, pp. 306-307 Duvall & Hill, <u>When You Marry</u>, Ch. 1, pp. 9-12 Ginott, <u>Between Parent and Teenager</u>, Ch. 5 Ginott, <u>Between Parent and Child</u> Wallace & McCullar, <u>Building Your Home Life</u>, Ch. 19
	<u>Complete</u> a case situation about a child who doesn't make the baseball team and how the parents helped him develop a good self-image. <u>Analyze</u> personal self-image as related to: - one's existing self. - one's acceptance by others. - one's goals and aspirations. <u>Share</u> the analysis with the class.	
Children need mature adults to help them learn to live, work, and play successfully with other people.	<u>Read</u> and <u>analyze</u> a case study showing how a lack of understanding on the part of parents can develop unhealthy attitudes from a child's perception. <u>Relate</u> experiences regarding attitudes developed by the student as a result of a lack of parental understanding. <u>View</u> transparencies to help identify types of behavior which are typical of children at different ages.	Brisbane, <u>The Developing Child</u>, Ch. 5
Success as a parent may depend upon the ability to understand the reasons for a child's behavior.	<u>Discuss</u> the statement, "The type of behavior exhibited by a child indicates the degree to which his emotional, social, and educational needs are being met."	3M Company, <u>Growth and Development Patterns</u> McDermott & Nicholas, <u>Homemaking for Teenagers</u>, Book I, Chs. 1 & 2

Shuey, Woods & Young, Learning About Children, 3rd Ed., Ch. 12

Read, The Nursery School, Ch. 7

Scott, Learning Time with Language Experiences for Young Children, Ch. 1

Parents have the responsibility for helping their children achieve independence through realistic career decisions.

(CE) Invite a guidance counselor to discuss the parental responsibility for helping children make realistic career decisions.

Play a game of tick-tack-toe to summarize child-rearing responsibilities:

1. Divide class into two groups with each group selecting a player.
2. Provide each player with cards that include a description of the responsibilities parents assume when rearing children.
3. On a piece of paper or chalkboard draw a tick-tack-toe design (this may be illustrated on a transparency).
4. The player reads the question and gives the answer (if correct he marks on the instrument his "O" or "X").
5. A vertical, horizontal, or diagonal line of the same sign wins the game.

Evaluation: Complete the statement "I am ready to become a parent when I am able to assume the following responsibilities..."

(DR) Buzz Session: Discuss responsibility of working parents for their children.

When both parents work outside the home, there is a greater need for planning, understanding, and cooperation of all members of the family.

(EE) Interview a working mother and plan a week's schedule for a dual role homemaker, including jobs to be assumed by each family member such as:

- family activities
- cooking
- dishwashing
- chauffeuring
- nursing
- laundering
- shopping
- attending club meetings
- cleaning
- entertaining.

SPECIAL INTEREST - I. Responsibilities of Parenthood

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Parents can give assistance in a calm, unworried manner when they are familiar with the signs of health and the changes in health that commonly occur among children.	<u>Give</u> reports on the signs of health and illness which indicate the physical condition of children.	Shuey, Woods, & Young, <u>Learning About Children</u> , Ch. 12, p. 172
		Public Affairs Pamphlet, <u>When Your Child is Sick</u> , No. 441
		<u>Red Cross Home Nursing Handbook</u>
		Hurlock, <u>Child Growth and Development</u> , Ch. 5, pp. 76
	<u>Discuss</u> when a child should be kept home because of illness.	Home-Bound Teacher County Health Nurse
	<u>Summarize</u> by making a chart or bulletin board illustrating "Good-Health Signs."	
	<u>Symposium</u> of students to discuss health changes that commonly occur at given ages among children.	Ames, <u>Child Care and Development</u> , Ch. 23, pp. 350-353
An attractively served meal stimulates the appetite.	<u>Develop</u> a check list for serving food to a sick child.	Fleck & Fernandez, <u>Exploring Home and Family Living</u> , Ch. 20
	<u>Plan</u> and <u>prepare</u> a meal which will fit the family's habits and also meet the needs of a sick child who must be on a special diet such as: - light diet - soft diet - liquid diet.	<u>Red Cross Home Nursing Handbook</u> , p. 59
	<u>Evaluate</u> by using the above check list.	
If a child is happy and emotionally stable, he will experience less stress when recovering from an illness.	<u>Share</u> ideas that will interest children while convalescing, using fishbowl technique.	Brisbane, <u>The Developing Child</u> , Ch. 17

(EE) Make something for a child who is ill.

Evaluation: Play a game "scramble" to summarize health signs, health changes, and ways to keep children happy when they are ill. Unscramble and circle the word that will describe a good-health sign, a common illness, or a way to keep children happy. The words may be read right to left, left to right, top to bottom, or bottom to top.

G O O D H E A R I N G A Z Q Y A T K C L
J K L M N E B C Q U E K I O U W X Y Z I
B A L N E A A L L E R I S N D A L E R Q
G I C A L R C W O Y B O D I N I A D N U
J O L E B A L A E T O U L W X Y Z A B I
P Q U O A C L E A R V I S I O N H I J D
M O N A P H L M T Q I N K C U N Y L I D
D S A U S E I A T N N K L U G H I J L I
L M N Q A N U D R A K L N V I G Q A N E
O J H G B C A N A Q O N U A T N H O J T
C M S I S A N J C E M O A O T V I T I S
N E J L O Y G S T E P P U P A C I L E G
O M R A Y J H N I Q U A T I N T A L L O
M O Y N E P E P V P E R R A G U A N G L
M A B D C Q E N E H I A B P Q U O B L E
O S O F T D I E T L O Q R R R A M Y T V
C H I J K L M N R O P Q S I T U V W O X
P O N M K I L J A H G F E S D B A C Y Q
A Z F E C B P O Y N D I V M A D L L S I
D E L I W I D A O T L A E T L I H A H A

Fleck & Fernandez, Exploring Home and Family Living, Ch. 20

Words to look for:

- good hearing
- earache
- clear vision
- attractive tray
- common cold
- liquid diet
- soft diet
- puppets
- prism
- toys

Difficult situations of varying kinds are encountered by everyone in life and are easier to face if one is prepared psychologically.

Define a handicapped person.

Research and discuss the role of parents when a child is handicapped such as:

- hard of hearing or deaf
- mongoloid
- blind or with impaired sight
- crippled
- palsied
- emotionally disturbed.

General Section of The Tentative Curriculum Guide for Consumer and Homemaking Education in Kentucky, pp. 20-21

Baker & Fane, Understanding and Guiding Young Children, Ch. 9

Brisbane, The Developing Child, Ch. 17

Blumenfeld, Thompson, & Vogel, Help Them Grow

Public Affairs Pamphlet, How to Cope with Crisis

SPECIAL INTEREST - I. Responsibilities of Parenthood

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Having a handicapped child in the family creates family stress.	<u>View</u> films showing some ways of working with handicapped children such as the:	<u>H. E. W. Pamphlets,</u> <u>The Child With Missing Arm or Leg,</u> <u>The Child Who Is Mentally Retarded,</u> <u>The Preschool Child Who Is Blind,</u> <u>The Mongoloid Baby,</u> <u>The Child Who Is Hard of Hearing</u>
	- mentally retarded	<u>Crack In the Door,</u> Association Films OR <u>Tuesday's Child,</u> Kentucky Department of Mental Health OR <u>Give Them a Chance,</u> Kentucky Department of Mental Health
	- hard of hearing	<u>If You Love Your Child,</u> HEAR Foundation
	- blind	<u>For Blind Children of the World,</u> Helen Keller Crusade for the Blind
	<u>Field Trip:</u> <u>Visit</u> a hospital or school that cares for handicapped children.	
	(AT) <u>Debate</u> "A mature parent is more capable of meeting a family crisis than is a teen-aged parent."	
	<u>Evaluation:</u> <u>Complete</u> an open-end story about a handicapped child.	
It is the responsibility of a husband and wife to develop a happy and stable relationship before assuming the role of parenthood.	"John and I were married when he was seventeen and I was almost sixteen. All my married friends were having such cute	27

little babies so I wanted one too. John said that we couldn't afford a child because he wanted to get some job training and get a better job. I nagged him until he agreed for me to become pregnant. It was fun shopping for clothes and furniture but John said I was spending too much money and that we barely had enough to cover the medical expenses. Then the baby was born and everything seemed to be fine until the doctors told us the child was a mongoloid." This is all of John and Mary's story that you are told. Complete the story telling how you would feel and what you would do.

Summarize by viewing a film that illustrates how one couple solved the problem of a handicapped child.

The Only Kid On the Block,
March of Dimes

OR

Little Marty,
March of Dimes

SPECIAL INTEREST

MAJOR CONCEPT FOR UNIT: II. Community agencies dealing with the total needs of children

SUPPORTING CONCEPTS: A. Community agencies that serve children
B. Services for children provided by community agencies

BEHAVIORAL OBJECTIVE FOR UNIT: Recognize the aids for children which are available from community agencies.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - identify agencies within the community that serve children.
- analyze services offered by various agencies including child care, health, recreations, guidance services, and institutions that meet special needs.

GENERALIZATION: Most communities have some resources to provide help to children.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
In the past families lived closer and neighbors were friendlier, therefore parents had more people to call on for help with their children. Now, however, community agencies are often needed to help provide these services for children.	<u>Determine</u> the need for community agencies by answering the question, "Where would I obtain help if: - I were a widow with two young children and a very limited income?" - my teen-age son were addicted to drugs?" - my first grade child had a speech defect?" - my youngest child were mentally retarded?"	Ames, <u>Child Care and Development</u> , Ch. 18, pp. 292-294
If there are no local agencies that provide the specific service needed by a child, there are state agencies that can give advice and help.	<u>List</u> agencies within the community that provide services for children. (AT) <u>Panel</u> of students to identify the services offered by local agencies.	Suggested Agencies: - child care agencies - health agencies - recreational agencies - guidance services - institutions that meet special needs <u>Index of State and Other Service Organizations</u>, Division of Development Information <u>Directory of Health, Welfare, and Community Services</u>, 1st Ed., Mental Retardation Board

Most communities have some resources to provide help for children, however, it is the parents' responsibility to see that the child's needs are met.

Compare service offered for children by community agencies such as:

- nursery schools
- day-care centers
- Head Start program
- laboratory school programs
- schools for handicapped children
- hospitals
- foster homes
- Child Welfare
- YMCA and YWCA
- Service organizations (Examples, Shriners, Lions, Kiwanis)
- county health department.

(FHA) Resource person: Invite a person from a local agency to talk about its services to children.

Field Trip: Visit an agency that provides a service to children
OR

Interview parents to find out how an agency has helped their child, and share the information with class.

Evaluation: Make a chart or notebook including a list of community agencies and the type of services they provide for children.

Read, The Nursery School, Ch. 3

NAEYC Pamphlet, Some Ways of Distinguishing a Good School or Center for Young Children

Shuey, Woods, and Young, Learning About Children, Ch. 5

Baker and Fane, Understanding and Guiding Young Children, Ch. 10

Books and pamphlets from local agencies

SPECIAL INTEREST

MAJOR CONCEPT FOR UNIT: III. Family planning

SUPPORTING CONCEPTS: A. Attitude toward family planning
 B. Unanticipated pregnancy
 C. Spacing of children
 D. Conception control
 E. Childlessness
 F. Adoption

BEHAVIORAL OBJECTIVE FOR UNIT: Determine how attitudes toward family planning are formed.

SPECIFIC PERFORMANCE OUTCOMES:

- The student will
- analyze attitudes toward family planning.
 - cite ways of adjusting to an unanticipated pregnancy.
 - state the value of the spacing of children.
 - compare the effectiveness of different methods of conception control.
 - differentiate between voluntary and involuntary childlessness.
 - describe acceptable procedures for adoption.

GENERALIZATION: Family planning is needed to prevent undue strain and stress.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
People respond either favorably or unfavorably to situations, persons, objects, or events as a result of attitudes developed over a period of time.	<u>Complete</u> a pre-test to discover student's attitude toward children.	Appendix C
	Determine how attitudes of family planning are formed such as: - introjection - identification - sublimation.	Planned Parenthood Clinic, <u>Should I Have As Many Kids As I Can Afford and Want.</u> Westlake, <u>Relationships</u> , Ch. 8
Parents cannot function efficiently when family resources cannot meet the basic needs of each child.	<u>Resource Person</u> : Invite a parent to talk to the class on the contributions children make to the home.	

Attitudes are influenced and developed by education, society, prejudice, moods, emotions, etc.

Unanticipated pregnancies are often a strain on family resources and both the parents and the child suffer when their needs are inadequately met.

Family planning is the process of regulating:

- the number of offspring
- the times at which they are born.
- the period between pregnancies.

Social, emotional, and biological factors are involved in conception control.

No contraceptive device is one hundred percent effective.

Symposium on a topic such as:

- Choosing the sex of your baby
- Fertility hormones increase the multiple birth rate
- Religious and social objections to planned parenthood
- Zero population growth
- Reasons for family planning.

Interview a parent to discuss adjusting to an unanticipated pregnancy and report to class, keeping the name confidential.

List and discuss the values of spacing children.

Debate: "Parenthood Should be Planned."

Evaluation: Write a paragraph on your beliefs about family planning.

Define conception control.

Research and report on ways conception can be avoided both temporarily and permanently.

Resource Person: Invite a person from the Planned Parenthood Clinic to discuss conception control methods and to help students clarify their understanding of contraception.

List, in order of relative effectiveness, some conception-control methods.

Current Articles

Riker and Brisbane, Married Life, Ch. 2

Commission on Population Growth, Population and the American Future, Ch. 2

Hurlock, Child Growth and Development, Ch. 2

Westlake, Relationships, Ch. 29

Baker and Fane, Understanding and Guiding Young Children

Ames, Child Care and Development, Ch. 17

Westlake, Relationships, Ch. 29

Demarest and Sciarra, Conception, Birth, and Contraception

Demarest and Sciarra, Conception, Birth, and Contraception

Pamphlets from Planned Parenthood Center:

Babies Aren't Found Under A Cabbage Leaf

Basics of Birth Control

Tell Me About IUDs, Doctor

Planning Your Family

Modern Methods of Birth Control

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
The effect of childlessness on married couples is dependent upon such factors as personality, attitudes, desires, hopes, and interests.	<u>Define</u> voluntary and involuntary childlessness.	Westlake, <u>Relationships</u> , Ch. 30 Duvall and Hill, <u>When You Marry</u> , Ch. 13 Planned Parenthood Clinic, <u>Voluntary Sterilization for Men and Women</u> Commission on Population Growth, <u>Population and the American Future</u> , Ch. 11
People adopt children for a variety of reasons.	<u>Discuss</u> reasons couples may prefer to remain childless, such as: - handicaps - hereditary characteristics - one parent absent from home for long periods - late marriages.	Same as above
It is important to rely upon reputable agencies when adopting a child.	<u>View</u> a flip chart to identify physical and psychological causes of and treatment for sterility. <u>Evaluation</u> : Question and answer period to summarize causes of and treatment for sterility of male and female. <u>Invite</u> a parent of an adopted child or a parent of both adopted and natural children to discuss reasons for adopting. <u>Research</u> and <u>report</u> on reputable agencies and accepted procedures to use when adopting a child.	HEW, No. 13-1965, <u>When You Adopt A Child</u> Public Affairs Pamphlets, <u>You and Your Adopted Child So You Want To Adopt A Baby</u> Ames, <u>Child Care and Development</u> , Ch. 17, pp. 269-270 Westlake, <u>Relationships</u> , Ch. 30, pp. 341-346 Hurlock, <u>Child Growth and Development</u> , Ch. 17, pp. 288-289
	<u>Discuss</u> the following: - Single parent adoption - Mixed-race adoption - Older-child adoption - Adoption of a handicapped child - Interracial adoption - Adoption by older people	

Special social agencies provide services for both the adoptive parent and the adopted child.

Resource Person: Invite a mother and her adopted child to tell about her experiences related to adoptive procedures.

OR

Invite a child-welfare worker to discuss adoption procedures and laws.

Summarize acceptable adoption procedures and laws.

Evaluation:

Use "In Basket" technique to decide what to do in situations such as:

- A parent who puts too much stress on an adopted child
- A black-market baby
- A psychological examination for an adoption candidate.

Ilg and Ames, Child Behavior, Ch. 17, pp. 324-331

Baker and Fane, Understanding and Guiding Young Children, Ch. 9, pp. 269-271

Shuey, Woods, and Young, Learning About Children, Ch. 5, pp. 63-64

Commission on Population Growth, Population and the American Future, Ch. 10

SPECIAL INTEREST

MAJOR CONCEPT FOR UNIT: IV. Baby care

SUPPORTING CONCEPTS: A. Sequence of development during the first two years
 B. Nutritional needs of babies
 C. Selection of clothing for babies
 D. Selection of equipment for babies
 E. Health care of babies

BEHAVIORAL OBJECTIVE FOR UNIT: Recognize certain responsibilities in caring for babies.

SPECIFIC PERFORMANCE OUTCOMES:

- The student will
- explain the sequence of development.
 - distinguish between adequate and inadequate diets for the baby.
 - develop criteria for selecting children's clothing.
 - compare and assess the value of equipment.
 - cite ways to protect baby's health.

GENERALIZATION: The quality of the care given a baby will influence his happiness and well being.

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Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
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(NOTE: Develop a pre-test to determine which concepts need to be taught and which to use as a review.)

Interest Approach: Choose and answer questions from a grab bag, for a review of infant development. (Sample question: I can stand but can't walk, how old am I?)

Review developmental charts and discuss normal development of the infant and toddler.

Child Development Area of the Tentative Curriculum Guide for Consumer and Homemaking Education, Appendix B, p. 26

Johnson and Johnson, How a Baby Grows, and As Your Child Grows

Because each individual is unique in his rate of development, each child must be allowed to develop at his own rate.

Development is continuous and proceeds in an orderly sequence.

Step by step progress shows that children's growth has periods of rapid growth, rest, and regressions.

When one is familiar with normal physical developmental patterns, it is easier to understand what can be expected of a child.

Toilet training can successfully take place only when the child's central nervous system is sufficiently developed.

The child is constantly being influenced by his own individuality, his environment, and the stage of development he has reached.

Record the developmental differences of babies observed in the community.

View and discuss a film which shows the patterns of development of infants and toddlers.

(NOTE: Teacher will need to explain that the films are not new but that the patterns of development are the same.)

(EE) Visit young mothers and ask when their children first crawled, cut teeth, stood, talked, picked up an object, recognized people, etc.

Share the findings with the class.

Use reference materials and develop a chart showing the sequence of motor development.

List characteristics which indicate readiness for toilet training.

Develop some guidelines for helping a child learn bladder and bowel control.

Evaluation: Write a paragraph on the subject "What Happens When You Force Toilet Training?"

View and discuss a film showing how each child is different.
OR

Invite mothers to bring infants to class for observation. Ask prearranged questions about the baby's development. (Example) When did your child first recognize people, objects, and his name?

American Association for Health,
Physical Education, and Recreation, A
Story About You

Abby's First Two Years, Audio-Visual
Service, University of Kentucky

OR

Life With Baby, Kentucky Department of
Mental Health

Pamphlets from Pediatrician

Hurlock, Child Growth and Development,
Ch. 9

Ross Laboratories, The Phenomena of
Early Development

Dodson, How To Parent, Ch. 5

Children's Bureau Publication, Infant
Care

Ames, Child Care and Development, Ch.
12

Hurlock, Child Growth and Development,
Ch. 9

Ilg and Ames, Child Behavior, Ch. 6

Each Child is Different, University of
Tennessee

Hymes, The Child Under Six, Ch. 24

SPECIAL INTEREST - IV. Baby Care

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Children learn through imitation and experimentation.	When did he use his first word? What age did you toilet train your child? etc. <u>Arrange</u> a bulletin board showing the social development of infants and toddlers. <u>Panel</u> of mothers to tell about the reactions of babies to people outside the family. <u>Discover</u> through references how baby learns to talk. <u>View</u> a film that illustrates language development.	Ross Laboratories, <u>The Phenomena of Early Development</u> Boston Children's Medical Center and Elizabeth M. Gregg, <u>What To Do When There's Nothing To Do</u> Hurlock, <u>Child Growth and Development</u>, Ch. 11
Baby sounds are the beginnings of language development.	OR <u>Field Trip: Visit</u> a home or a child-care center to observe infants and toddlers. <u>List</u> the different methods of communication which were used by the children in the film or that were observed on the field trip. <u>Determine</u> the effectiveness of each method.	And Gladly Learn, Part II: <u>Language Development and Concept Formation</u>, Audio-Visual Service, University of Kentucky
Children communicate by crying, laughing, screaming, jabbering, touching, etc.	<u>Research</u> and <u>collect</u> pictures of babies communicating. (EE) <u>Record</u> on tape an infant or toddler babbling, talking, and crying and <u>discuss</u> the different sounds of communication and their meanings. <u>Observe</u> an infant or toddler and describe how he uses his senses to develop language.	Ross Laboratories, <u>The Phenomena of Early Development</u> Baker and Fane, <u>Understanding and Guiding Young Children</u>, Ch. 2 Gordon, <u>Baby Learning Through Baby Play</u> Hymes, <u>The Child Under Six</u>, Ch. 15 Brisbane, <u>The Developing Child</u>, Ch. 3

Mental, social physical, and emotional growths are interrelated, each having an influence on the others.

Parents must understand the baby's needs before they can conscientiously include them in the child's daily activities.

A child's self-image depends chiefly on what parents think of him and the way they treat him.

An adequate diet for a baby will furnish energy and contain building and regulating materials.

Round table discussion: "How are mental, social, physical, and emotional growths interrelated?"

Based on the above discussion, list the needs of babies which are influenced by growth, such as:

- food
- rest and sleep
- clothing
- playthings

Discuss why parents must understand needs in order to balance the child's activities.

Cite instances when these needs are not being met, such as:

- rough play
- soft drinks instead of milk
- babies sleeping in grocery carts
- too little or too much clothing
- sharp-edge toys.

Give suggestions for changing the situations observed above.

Role-play characteristics of parents which influence a child's self-image.

Discuss how a child's feeling of security influences his self-image.

Evaluation: Written quiz on the sequence of development.

Interest Approach: Bulletin board on "Babies Are What They Eat." Use pictures of healthy babies and undernourished babies.

Research the nutritional needs of babies.

Dodson, How To Parent, Ch. 2

Ilg and Ames, Child Behavior, Chs. 4 & 5

Children's Bureau Publications, Infant Care

National Dairy Council, What We Do Day By Day

Johnson and Johnson, Baby's Eating and Sleeping Habits

Better Homes and Gardens, Baby Book, Part II

Ames, Child Care and Development, Ch. 9

Ames, Child Care and Development, Ch. 7

Current newspaper articles, magazines, television programs

National Dairy Council, Feeding Your Baby During His First Year

SPECIAL INTEREST - IV. Baby Care

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A baby must have an adequate diet if he is to be healthy.	<u>Invite</u> a nutritionist or a nurse with the county health department to discuss adequate diets for babies. (EE) <u>Interview</u> mothers to obtain ideas on how to help children develop good habits and ways to encourage them to try new foods. (SL) <u>Construct</u> a poster showing pictures of adequate and inadequate diets. (AT) <u>Experiment</u> with animals to see the effects of adequate and inadequate diets. (NOTE: The National Dairy Council will loan cages and scales and supply source list where animals may be purchased for \$1.25-\$1.50 each) <u>Work</u> in small groups to determine the ways an adequate diet for a baby can be prepared as a part of the regular family diet. (Example, use of blender or food mill.) <u>Evaluation</u>: Answer questions about infant nutrition.	Kentucky State Department of Health, <u>Baby's Foods Series</u> Gerber Baby Foods, <u>Foods for Baby</u> Kalafatic and Meeks, <u>Maternal and Child Health</u>, Ch. 7 Beechnut Baby Foods, <u>Happy Mealtime For Your Baby</u> Reed, <u>Health is Everything</u> Kentucky State Department of Health, <u>Infant Care Guide</u> Better Homes and Gardens, <u>Baby Book</u>, Part II National Dairy Council, <u>Animal Feeding Demonstration</u>

The selection of baby clothes is determined by needs, comfort, durability, cost, care, etc.

Inappropriate or poorly fitted clothing can hamper a child's physical development.

Advertising may influence parents to buy inappropriate or impractical clothes for their children.

When income is limited, it is important to select equipment according to need, rather than wants or desires.

Interest Approach: Prepare an exhibit of baby clothing showing both modern and old-fashioned clothing and compare their suitability to the baby's needs.

View and discuss a film on the selection of children's clothing.

Compare appropriate and inappropriate clothing including:

- footwear
- sleeping apparel
- waterproof pants
- play clothes.

Distinguish between essential and nonessential clothing for a baby.

Analyze how advertising influences the unwise choice of a baby's clothing.

Develop criteria for selecting clothing for infants and toddlers.

Evaluation: Visit department stores or use catalogues to plan a layette for a baby.

(EE) Select clothing for an infant or toddler, using the guidelines established above.

(FHA) or (EE) Construct a garment for a needy child.
Use the guidelines established above when selecting the material and pattern.

Talk with young parents and find out what equipment they needed and what they could have done without.

Visit furniture stores and make a list of prices of equipment sold for babies.

Bulletin board: Construct a bulletin board showing how equipment for babies is advertised.

Decide what pieces of equipment are necessary for infants and which would be considered luxury items.

Fane and Fane, Behind Every Face A Family, Ch. 4

Shuey, Woods, and Young, Learning About Children, Ch. 9

Children's Clothes, How to Choose Them, Association Films

Kentucky Home Economic Extension Publication L231, Your Children's Clothes

Children's Bureau Publication No. 8, Infant Care

Local store

ACEI, Equipment and Supplies

Mazyck, Aurelia C., Suggested Equipment and Supplies for Infant-Toddler Center

SPECIAL INTEREST - IV. Baby Care

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Improved equipment is often as functional as expensive equipment.	<u>Brainstorm</u> : How to improvise baby equipment (EE) <u>Improvise</u> one piece of baby equipment.	Shuey, Woods, and Young, <u>Learning About Children</u> , Ch. 9
A baby's physical health has a direct influence on his total development.	<u>Summarize</u> by completing the statement, "Today I learned..." <u>Evaluation</u> : <u>Select</u> illustrations of the clothing and equipment needed by a one year old child, and prepare a booklet showing your selections and their cost.	Kentucky Home Economics Extension Publication, <u>Furnishing Your Children's Rooms</u>
Preventive medicine plays a vital part in the health of a baby.	<u>Distinguish</u> between a pediatrician and a general practitioner. <u>Discuss</u> the importance of a doctor's care and the medical costs of a baby. <u>Buzz session</u> on the parents' responsibility regarding the physical care of the baby.	Magazines, newspapers, catalogues, and pattern books
	<u>Resource Person</u> : <u>Invite</u> resource persons to discuss the areas of concern in baby-health care and the approximate cost.	Booklets from local Health Department on childhood diseases
	OR	Ames, <u>Child Care and Development</u> , Ch. 23
	<u>Visit</u> the health department or a clinic to see what services are provided for babies such as: - immunizations - physical examinations	Brisbane, <u>The Developing Child</u> , Ch. 17
		Better Homes and Gardens <u>Baby Care</u> , Part V
		Suggested resource person: - school nurse - health nurse - county health department representative

Work in small groups to compile a fact sheet showing accidents common to babies and measures to prevent them.

Children's Bureau Publication No. 8,
Infant Care

National Easter Seal Society,
Safety Check List for Parents
Congratulations to the New Mommy
Home Safety Check List

An accurate medical history may enable a doctor to make a wise diagnosis.

Evaluation: Devise methods parents may use in recording immunizations and illnesses of children.

SPECIAL INTEREST

MAJOR CONCEPT FOR UNIT: V. Guiding children through a playschool experience

SUPPORTING CONCEPTS: A. Principles of child guidance
 B. The role of the adult in the guidance of children
 C. Organization of a playschool
 D. Experiences for children in a playschool
 E. Observation of children in a playschool

BEHAVIORAL OBJECTIVE FOR UNIT: Effectively guide children through a playschool experience.

SPECIFIC PERFORMANCE OUTCOMES:

- The student will
- list some principles of child guidance.
 - apply principles of child guidance to children in a playschool.
 - assist in the organization of a playschool.
 - plan experiences for children in the playschool.
 - make a case study of a child in the playschool.
 - evaluate the effectiveness of the playschool.

28 GENERALIZATION: The use of sound guidance techniques will result in a cheerful, comfortable play experience for children.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Various guidance techniques are effective in guiding children.	<u>Bulletin Board</u>: A collection of cartoons showing how children misunderstand what adults say. <u>Explore</u> references to find various guidance techniques.	Read, <u>The Nursery School</u>, Ch. 7 Ames, <u>Child Care and Development</u>, Ch. 15 Baker and Fane, <u>Understanding and Guiding Young Children</u>, Ch. 7 Ilg and Ames, <u>Child Behavior</u>, Ch. 18 Ross Laboratories, <u>Your Children and Discipline</u> Green and Woods, <u>A Nursery School Handbook for Teachers and Parents</u>, Parts II & IX

Discipline is the guidance of children through the use of materials and equipment.

Positive guidance principles will be valuable in maintaining a pleasant environment and in guiding children's behavior.

Guidance is necessary to help a child develop inner controls and a delay of immediate gratification.

When guiding children, adults need to be brief, firm, and positive.

Many behavior problems are a normal part of the growing-up experience and may be anticipated.

Distinguish between the terms discipline and punishment.

List some teaching skills to use in working with children.

Bulletin Board: Label two keys discipline and punishment. Caption, "Which Key Will Unlock the Door to a Happy Childhood?"

Determine ways one may help a child develop inner control.

Draw a negative statement which gives direction to children. Change the statement to a positive one.

Collect cartoons showing family situations concerning discipline.

Write two case studies, one in which the child was disciplined using positive guidance techniques and one in which the child was disciplined using negative guidance techniques.

Relate the effects of discipline upon future behavior.

Make a chart showing the most common behavior problems at various age levels and suggest ways to cope with these problems.

View and discuss a film showing how to effectively guide children's behavior.

OR

Observe children in the community and list various methods used by parents to guide children's behavior.

Discuss the effectiveness of the methods used.

Child Study Pamphlets, The Why and How of Discipline

Westlake, Relationships, Ch. 35

Hymes, The Child Under Six, Chs. 28-29

Baker and Fane, Understanding and Guiding Young Children, Ch. 4, pp. 123-129

Baker and Fane, Understanding and Guiding Young Children, Ch. 5, pp. 142-147

Langford, Guidance of the Young Child, Ch. 3, pp. 52-53

Discipline and Self Control, Audio-Visual Services, University of Kentucky
Suggested places to observe:

- Grocery stores
- Shopping centers
- Church
- Community activities

SPECIAL INTEREST - V. Guidance of Children through a Playschool Experience

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Children exhibit their feelings and emotions in various ways.	<u>View</u> a film which discusses children's emotions.	<u>Children's Emotions</u> , Audio Visual Services, University of Kentucky, or Kentucky Department of Mental Health
	OR	
	<u>Panel Discussion</u> : <u>Invite</u> resource persons to describe specific emotions displayed by preschool children and methods used to handle their emotions.	Suggested panel members: - mothers of preschool children - day-care worker - kindergarten teacher - nursery school teacher
	OR	
	<u>Discuss</u> emotions and how to handle them.	Extension Service, Pennsylvania State University, <u>Ways With Children</u>
		Ames, <u>Child Care and Development</u> , Ch. 8
	<u>Role-play</u> various emotions which children have such as, jealousy, biting, temper tantrums, attention-getting devices, love, affection, sharing, etc.	Baker and Fane, <u>Understanding and Guiding Young Children</u> , Ch. 8
	<u>Make</u> a case study of two children who are the same chronological age but emotionally different.	
	<u>Indicate</u> the differences in guidance techniques which would be effective with each child.	
	<u>Round Table Discussion</u> : "Children Must Learn to Use Their Emotions" (Bring out factors which will help children control anger, overcome fear, understand jealousy, settle quarrels, develop honesty, etc.)	
It is imperative that discipline be fair, firm, and consistent.	<u>Role-play</u> the positive and negative way to handle a behavior problem in various situations. (Example: Refusing to put away toys, take a nap, or eat lunch)	
The role of the adult in child guidance is to be patient, sympathetic, firm, and wise.	<u>Research</u> and <u>demonstrate</u> how to use the following guidance techniques: 1) give choices 2) suggest substitutes	Hurlock, <u>Child Growth and Development</u> , Chs. 19, 20, & 21 Ames, <u>Child Care and Development</u> , Ch. 5

Setting limits is an essential part of guiding children.

The technique for guiding a child will greatly depend upon his age.

A playschool experience provides an opportunity for learning more about preschool children.

A well organized playschool provides wide and varied experiences for children in all areas of their development.

- 3) face-saving commands
- 4) share the work
- 5) keep things out of the way
- 6) bribes vs. rewards
- 7) spoiling, etc.

(NOTE: Have each student draw or choose one of these guidance techniques to be demonstrated to the class. Other students may guess which technique is being demonstrated.)

Observe children in groups and cite examples where appropriate guides were set for them.

Buzz Session: List different guidance techniques to use with various age groups.

Relate childhood experiences as to how you were disciplined and indicate its effects.

Evaluation: Write ten techniques which can be used effectively with children.

(NOTE: It is suggested that the playschool meet three days each week for four weeks during regular class time with 4-8 children in the playschool.

Divide class into groups such as:

Group I - planning for playschool and working on class assignments

Group II - working in playschool

Group III - observing children in playschool

These three groups could rotate for the three days of the playschool. The other two days of class time would be used for playschool evaluation and the study of Unit V. The references listed offer helpful suggestions to use in the organization of the playschool.)

Read references to determine the important factors in planning a playschool.

Brisbane, The Developing Child, Ch. 11

Shuey, Wood, and Young, Learning About Children, Ch. 12

Ames, Child Care and Development, Ch. 15 and Ch. 8, pp. 111-114

Baker and Fane, Understanding and Guiding Young Children, Ch. 5

Langford, Guidance of Young Children, Ch. 5

Galbraith, Child Development Equipment

Green and Wood, A Nursery School Handbook for Teachers and Parents

Department of Education, Education in Kentucky for Children Under Six, NAEYC, Some Ways of Distinguishing a Good School or Center for Young Children

SPECIAL INTEREST - V. Guidance of Children through a Playschool Experience

Some Supporting Content
and Generalizations

Teaching Strategies
Learning - Evaluating Experiences

Resources

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Routines include those things necessary to a child's physical well being, such as eating, sleeping, washing, toileting, and dressing.

Program and facilities for children should be based upon an understanding of children's needs.

Invite a panel to discuss what a good playschool program provides.

Summarize reading by constructing a mobile of keys, each of which, represents a factor in planning a playschool.

Define and list the routines of a playschool.

Discuss the role of these routines.

Plan how to include these routines in the playschool, and who will be responsible for each routine.

View and discuss a filmstrip or slides on planning programs for preschool children.

Kentucky Department of Child Welfare,
Standards and Regulations for Day Care
Center and Day Care Homes

Ames, Child Care and Development, Chs.
19 & 20

Shuey, Woods, and Young, Learning
About Children, Ch. 16

Green and Woods, A Nursery School
Handbook for Teachers and Parents, Parts
I & III

Suggested panel members:

- nursery school teacher
- day-care director
- kindergarten teacher
- Head Start representative
- representative of Child Welfare
Department
- persons working with preschool
programs

Read, The Nursery School, Ch. 11

Shuey, Woods, and Young, Learning
About Children, Ch. 9

Filmstrip: Southern California
Association for Nursery Education,
Nursery School, a Planned Program for
Three and Four Year Old Children

OR

Slides and Tape: Childhood Resources,
Why School Before Six

Activities provided according to the child's age and ability will enable him to experience success and enhance his self image.

The room arrangement will influence the success of a playschool program.

Plan a sample schedule which includes the basics of a good program for children, and include things such as:

- quiet and active play
- routines
- individual and group activity
- opportunity for creativity and conformity
- flexibility
- a minimum of confusion
- a variety of experiences
- a snack or a meal
- how responsibility is shared

Evaluation: List the basic factors to consider in program planning.

List from resources the usual areas for the arrangement of playschool equipment.

Group the equipment to provide space for housekeeping, quiet play, etc.

Decide on storage for the equipment when it is not in use.

Evaluation: List six characteristics of good program planning.

Recall and research factors that influence the selection of toys for children.

Report information from references which indicate how the growth of the child influences the selection of toys and the planning of activities.

Some factors to consider when selecting toys and planning entertainment for children are:

- age
- stage of development
- needs of the child
- cost.

Appendix D

Association for Childhood Education International, Housing for Early Childhood Education and Equipment and Supplies

Wylie, A Creative Guide for Preschool Teachers

Galbraith, Child Development Equipment

Appendix D

Fleck and Fernandez, Exploring Home and Family Living, Ch. 26

Community Playthings, Criteria For Selecting Play Equipment for Early Childhood Education

Langdon, How to Choose Toys

Dodson, How To Parent, Appendix A

America Toy Institute, Choosing Toys for Children of All Ages

SPECIAL INTEREST - V. Guidance of Children through a Playschool Experience

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Play materials selected for a child need to be sturdy, safe, and to suggest a variety of activities.	<u>Plan</u> a display of toys, books, and art materials appropriate for use in a playschool.	
	<u>Evaluate</u> the above materials, using as criteria age of child, needs met, cost, safety, etc.	
Toys may be made from simple household materials.	<u>Make</u> toys for the playschool from household materials, such as: - empty thread spools made into beads - dish cloths made into rag dolls - oatmeal boxes made into trains - socks made into puppets - egg cartons made into caterpillars	Scott, <u>Learning Time With Language Experience</u> , Ch. 3 Editors of Sunset Magazine, <u>Things to Make for Children</u> Boston Children's Medical Center and Elizabeth McGregg, <u>What To Do When There's Nothing To Do</u> Matterson, <u>Play and Playthings for the Preschool Child</u> Dodson, <u>How To Parent</u> , Appendix B
Carefully selected materials and equipment will enhance a playschool program.	<u>View</u> a set of slides on play equipment. <u>List</u> characteristics of good playthings. <u>Compile</u> a list of materials and equipment needed for a playschool, including scrap materials as well as purchased supplies (paints, brushes, paper) and equipment. <u>Collect</u> and sort scrap materials into labeled boxes for use with children such as: - spools - scraps of fabric - scraps of papers - cartons	<u>Community Playthings</u> Galbraith, <u>Child Development Equipment</u> Matterson, <u>Play and Playthings for the Preschool Child</u> , Ch. 14 Community Playthings, <u>Criteria for Selecting Play Equipment for Early Childhood Education</u> Consumer Plaything, <u>Use of Large Muscle Play Equipment in the Classroom</u>

A child's experiences are broadened when he is exposed to others with different backgrounds.

Enrollment forms give a preview of a child's experiences.

It is wise to communicate with the parents of preschoolers to help them understand the program and to facilitate the establishment of a comfortable atmosphere.

The interest span of a child is short, and a variety of play activities prevents fatigue and boredom.

Buzz Session: List children who may be interested in the playschool and who have varying backgrounds.

Decide on the number and age of children who may attend the playschool.

Prepare enrollment forms which include valuable information about the children, such as age, siblings, medical history, and persons living in a home.

Develop an information sheet to be sent to parents which includes information about the playschool and the schedule of activities. Devise an agreement card for parents to sign, which includes a protection clause indicating that the school is not responsible in case of injury.

Plan a program and invite interested parents to attend a meeting which includes:

- introduction ;
- purposes of class
- sample project display
- question and answer period
- a tour of the playschool area.

Interest Approach: Construct a bulletin board showing children involved in various play activities.

Recall and/or research desirable activities for children at different ages.

Discuss the variety of activities which will be used in the playschool, such as music, art, science, math, stories, dramatic play, language development.

Wood, Observation of Children in a Home Economics Program, Part VI

Appendix E

Kentucky Department of Child Welfare, Standards and Regulations for Day Care Centers

Ames, Child Care and Development, Ch. 16

Shuey, Woods, and Young, Learning About Children, Chs. 11 & 14

Read, The Nursery School, Ch. 14

Matterson, Play and Playthings for the Preschool Child

Colorado Association of Future Homemakers of America, Preschool Guide

Wylie, A Creative Guide for Preschool Teachers

SPECIAL INTEREST - V. Guidance of Children through a Playschool Experience

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Children learn about adult roles through dramatic play.	<u>Read and discuss</u> values of dramatic play. <u>List</u> different types of dramatic play, such as: - housekeeping and playing store - blocks and transportation toys - dress-up - puppets <u>List</u> the equipment and material needed for each type of dramatic play. <u>Summary</u>: <u>Write</u> a paragraph on "Through dramatic play children learn about adult roles." <u>Role-play</u> some of the types of dramatic play. <u>Evaluation</u>: <u>Provide</u> some of these dramatic play experiences for preschool children in the playschool.	<u>Holl, Adventures in Discovery and Teacher's Guide to Adventure</u> <u>Wylie, A Creative Guide for Preschool Teachers</u> <u>Matterson, Play and Playthings for the Preschool Child</u>
Motor skills are a basis for language development.	<u>Discuss</u> why and how large motor activities aid in the development of reading and writing skills.	<u>Dodson, How To Parent, Appendix C</u>
It is essential that children's stories be short, simple, and easy to follow.	<u>Review</u> guidelines for selecting stories for children. <u>Develop</u> a check list for selecting children's books. <u>Write and illustrate</u> a child's storybook about how to accept responsibility. (Example, brushing teeth)	<u>Green and Woods, A Nursery School Handbook for Teachers and Parents, Ch. IV</u> <u>Colorado Association of Future Homemakers of America, Preschool Guide</u> <u>Baker and Fane, Understanding and Guiding Young Children, Ch. 6</u>
		<u>Read, The Nursery School, Ch. 14</u>

Pre-reading skills such as listening to and talking about the story will enable the child to develop a longer attention span.

A variety of objects, animals, people, and events will stimulate a child's intellectual growth by inspiring him to think, talk, and wonder.

Analyze the storybook, using above check list.

(EE) Volunteer to hold a story hour for children at the local library on Saturday morning.

OR

(EE) Read to children who are patients in a hospital.

List experiences in the playschool which help develop language skills.

Develop and present stories in a variety of forms such as:

- reading a story book
- finger plays
- flannel board or picture story
- hand-puppet story
- telling a story

Work in small groups to evaluate each student's ability to present stories.

Discuss and list various places for children to make field trips, such as the:

- zoo
- library
- factory
- airport
- school science department

Evaluation: Demonstrate three methods of presenting stories to children. Plan and take a field trip with children during the playschool experience.

Magazines and pictures for illustrations

Matterson, Play and Playthings for the Preschool Child, Chs. 10 & 11

Green and Woods, A Nursery School Handbook for Teachers and Parents, Part IV

Wallace and McCullar, Building Your Home Life, Ch. 17

Baker and Fane, Understanding and Guiding Young Children, Ch. 6

Anderson, Story Telling with the Flannel Board, Book I

Ellis and Lyons, Finger Playtime

Green and Wood, A Nursery School Handbook for Teachers and Parents, Part IV

SPECIAL INTEREST - V. Guidance of Children through a Playschool Experience

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Art experiences provide the child opportunities to experiment and help him to develop eye-hand coordination.	<u>Brainstorm</u>: List art experiences for preschool children. <u>Read</u> references to add more suggestions to the list of art experiences. (NOTE: Allow students to experiment with art materials to enable them to become familiar with their use. However, do not use their projects as samples for the children. Instead allow the children to experiment with raw materials.) <u>Use</u> paints to make a sample of a variety of projects. - easel painting - fruit and vegetable painting - sponge painting - straw painting - finger painting - string painting - squeeze bottle - others <u>Experiment</u> with the following materials and <u>make</u> many sample projects: - scissors - paste - paper	Baker and Fane, <u>Understanding and Guiding Young Children</u>, Ch. 6
Many art projects can be made from inexpensive or scrap materials.	<u>Scramble Game</u>: <u>Find</u> materials to use in projects. <u>Circle</u> the word or words that will be useful in projects. The words may be read right to left, left to right, top to bottom, bottom to top or diagonal.	Associations of Childhood Education International, <u>Art Guide Let's Make a Picture</u> Osborn and Haupt, <u>Creative Activities for Young Children</u>, Ch. 14 Silverblatt, <u>Creative Activities</u> Scramble words used: spools, fabric, paper, cartons, boxes, yarn, lace, sacks, stones, seeds, bottles, lids, tops, cans, wood, egg shells, shoe laces, hair rollers, cotton, corks, cereal, foil, crepe paper, pipe cleaners, newspaper, gift wrapping, crayons, scissors, tape, paints, macaroni, paper plates, chalk, pencils, pens, paste, leaves, styrofoam, string.

K W X Z O N Z Y M P L V S Y Z S K G R S
 Q G S L O O P S A T K K Q R P Z N W N L
 O I U K O P E Q C L C Z L A A L Y O I L
 X F T L B N S K A I R N I X P E Y O W E
 P T C T O P S H R D O N O I E A S D P H
 L W W T X L C B O S T N F S R V K F I S
 M R S D E C A L N S B B I C P E S R P G
 A A E C S F N C I P E N C I L S H E E G
 O P O T O E S T O D R S O S A N O P C E
 F P R U T T S K C A S E R S T H E A L J
 O I S M A S T B Y N R E K O E I L P E R
 R N R N L A Y O O N J D S R S A A E A S
 Y G O E E P A T N T A S N S E N C P N L
 R G L E P P R E N C T O T R Z L E E E S
 T S Q E H A I R R O L L E R S K S R R J
 S L W X C G P P X O E C E R A N D C S W
 Z L R H D L Q W G N I R T S T O N I C A

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Use scrap materials and make a variety of projects.

Boston Children's Medical Center and
 Green, Elizabeth M., What To Do When
 There's Nothing To Do, Ch. 6

Evaluation: Work in small groups to plan and carry out a week's
 activities in art experiences for the children in the playschool.

A variety of music experiences will enrich
 a playschool program.

Read references to determine how music may be provided in the
 playschool.

Green and Woods, A Nursery School
 Handbook for Teachers and Parents, Part
 IV

Matterson, Play and Playthings for the
 Preschool Child, Ch. 9

OR

Colorado Association of Future
 Homemakers of America, Preschool
 Guide

Baker and Fane, Understanding and
 Guiding Young Children, Ch. 6

Suggested resource persons:

- Church preschool teacher
- Music teacher

Resource person: Invite a person with a knowledge of preschool
 music to suggest appropriate music for the playschool.

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SPECIAL INTEREST - V. Guidance of Children through a Playschool Experience

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Musical instruments may be made inexpensively from scrap materials in the home.	<u>Teach</u> the class a song or musical game that children enjoy. <u>Compile</u> a songbook, including songs and musical games remembered from childhood. <u>Compile</u> ideas on making musical instruments. <u>Make</u> a set of musical instruments for the playschool music program.	Matterson, <u>Play and Playthings for the Preschool Child</u>, Ch. 9 Association for Childhood Education International, <u>Children Can Make It!</u> Green and Woods, <u>A Nursery School Handbook</u>, Part IV
Science and math experiences teach children about the world in which they live.	<u>Evaluation:</u> <u>Work</u> in small groups and plan a week's musical activities for playschool including songs, games, rhythm instruments, etc. <u>Brainstorm:</u> <u>List</u> kinds of science and math experiences which would be suitable for play school such as: - caring for pets - preparing foods - counting and sorting experiences - mixing materials - nature studies - rocks	Colorado Association of FHA, <u>Preschool Guide</u> Wylie, <u>A Creative Guide for Preschool Teachers</u> Green and Woods, <u>A Nursery School Handbook for Teachers and Parents</u>, Part IV Baker and Fane, <u>Understanding and Guiding Young Children</u>, Ch. 6
Learning some science and math concepts will help a child cope with later experiences.	<u>Read</u> references and <u>add</u> to the list of math and science experiences.	Silverblatt, <u>Creative Activities</u>

Select a science and math concept and plan how to teach them to preschool children.

Examples: Science Concepts:

time	water	animal
color	sand	color
a magnet	weather	light
a shell	fruit	heat
senses	flower	scales

Math Concepts:

all-half	back-front
tall-short	heavy-light
full-empty	big-little
top-bottom	behind-in front of

Evaluation: Work in small groups and plan five playschool experiences enriched with concepts of math and science.

(Example: Food coloring mixed in water to see what colors make other colors)

Interest Approach: Construct a bulletin board "We Are Different" showing children with different eyes, hair, skin, body shapes, handicaps, etc.

Read references concerning reasons for observing and different methods of recording observations.

Discuss methods of recording observations which include:

- informal notes (random note made about a particular type of behavior or a report of a single incident)
- diary (running record of all child's behavior covering a period of time)
- sampling record (observations repeated at intervals such as every 10 minutes)
- selected observations (record of the observation of a selected activity, such as, behavior at snack time)
- behavior observations (record of specific behavior, such as, aggression, shyness)

Read references and complete the following statement: "While observing the playschool I should..."

Examples:

- not talk
- makes depth study records of pertinent information, etc.

Construct an observation form which includes easy ways of recording behavior.

Select a child from the playschool for case study.

Current TV childrens' programs such as Sesame Street and Mr. Rogers

Magazines, catalogues, and pattern book

Read, The Nursery School, Ch. 9

Wood, Observations of Children in a Home Economics Program, Ch. 12

Appendix F

41 Through observation one can gain a better understanding of children.

A skilled observer is one who remains inconspicuous, records only facts, and avoids personal bias.

Recording a child's behavior facilitates an analysis of his actions.

SPECIAL INTEREST - V. Guidance of Children through a Playschool Experience

Some Supporting Content
and Generalizations

Teaching Strategies
Learning - Evaluating Experiences

Resources

Record the behavior of a child during a particular time at the playschool.

Summarize each observation by writing a statement which explains the child's general outlook for the day.

Evaluation: Use all observations to write a summary of the child's general reaction to activities, to adults, and to other children during playschool experience.

Evaluation is a key to the improvement of the playschool.

Buzz Session: List ideas for improving the playschool.

Complete a questionnaire to give ideas for improving the playschool, what was learned, things that were liked best, etc.

Sample questionnaire,
Appendix G

SPECIAL INTEREST

MAJOR CONCEPT: VI. Career opportunities in child development

SUPPORTING CONCEPTS: A. Occupations related to child development
B. Training required for careers in child development
C. Personal qualifications required for success in child development

BEHAVIORAL OBJECTIVE FOR UNIT: Comprehend career opportunities for which a background in child development is helpful.

SPECIFIC PERFORMANCE OUTCOMES:

The student will compare and assess career opportunities in child development.

GENERALIZATION: A knowledge of child development career opportunities will provide a basis for career selection in a variety of occupations.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
There are many occupations that use a child-development background.	(CE) <u>Interest Approach</u>: Prepare a bulletin board, "Child Care - A Career" <u>Buzz Session</u>: List possible occupations which would use a child-development background: - Airline terminals - Amusement parks - Bowling alleys - Nursery school teacher - Kindergarten teacher - Elementary teacher - Children's minister - Child psychologist and psychiatrist - Pediatrician - Social worker - Child welfare worker - Nurse - Children's party services - Church nurseries - Day nurseries - Department stores - Hotels and motels - Daytime employment in private homes	Kupsinel, <u>Home Economics Related Occupations</u>, p. 118 <u>Occupational Outlook Handbook</u>, available from school guidance counselor

SPECIAL INTEREST - VI. Career Opportunities in Child Development

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
To obtain and hold employment in child development occupations, it is necessary to acquire knowledge, understanding, and training related to careers.	- Child-care aid in day-care center - Nursery assistant in schools and churches - Assistant in recreation and playground program - Community agencies serving youth - Children's hospitals <u>Resource Person:</u> <u>Invite</u> a resource person to discuss careers in child development including: - training required - personal qualifications required - available salary - possible opportunities, etc.	Suggested resource persons: - professional baby sitter - day-care worker or director - child welfare representative - nursery school teacher - kindergarten teacher - health occupations for children - professional (nurses, pediatrician) - child development teacher - representative of a commercial company which supplies children's toys.
Job success lies directly with a persons' qualities and qualifications.	<u>Interview</u> a suggested resource person to determine the qualifications needed and personal satisfactions gained from working with children. <u>List</u> personal qualifications required of persons working with children.	Ames, <u>Child Care and Development</u>, Ch. 19 Association of Childhood Education International, <u>A Lap to Sit on and Much More and Aides To Teachers and Children</u>
	<u>Invite</u> a school guidance counselor to discuss the personal qualifications that are needed for success on a job and the training required for each job related to child development. <u>Complete</u> a self-analysis test. (CE) <u>Invite</u> a successful business person to speak to the class about the importance of personality in obtaining and keeping a job.	Successful business person from local community

The growing number of working mothers has increased the need for community child-care services.

Volunteer work enables one to decide on a chosen vocation. Many opportunities are available in communities for volunteer work with children.

Write a paper on "If I chose to work with children I would...", including qualifications and necessary training.

Survey the community for career opportunities which are available, using a child-development background.

Evaluation: List five jobs which require a child-development background. List ten desirable personal qualities which are related to job success.

(EE) Volunteer to help:

- work in a local day-care center
- supervise a playground
- work in nursery department at a school or church
- work in a kindergarten
- assist in children's ward at local hospital

SPECIAL INTEREST

MAJOR CONCEPT FOR UNIT: VII. Middle childhood

SUPPORTING CONCEPTS: A. Patterns of development during middle childhood
 B. Influence of peers on a child from six to twelve
 C. Influence of family on the child from six to twelve
 D. Sources of anxiety and conflict in children of middle childhood
 E. The six to twelve year old as a consumer

BEHAVIORAL OBJECTIVE FOR UNIT: Recognize characteristics of middle childhood.

SPECIFIC PERFORMANCE OUTCOMES:

The student will

- explain patterns of development of middle childhood.
- illustrate the influence of peer groups.
- cite examples of the influence a family has on middle childhood.
- interpret sources of anxiety and conflict
- draw conclusions about the child as a consumer.

GENERALIZATION: Communication within the family may improve when parents understand the changes made during middle childhood.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Children in middle childhood maintain a fairly steady growth rate until puberty, when there is a sudden growth spurt.	<u>Interest Approach:</u> <u>Present</u> a humorous skit illustrating the characteristics, influences, and problems of middle childhood. Use titles such as: - The Case of the Four-Eyed Monster - Fatso the Pitcher - Miss Prissy - Mr. Iron Muscles	Shuey, Woods and Young, <u>Learning About Children</u> , Ch. 17 Brisbane, <u>The Developing Child</u> , Ch. 13
The six to twelve year old's behavior is influenced by many factors.	<u>Read</u> references to find out factors relating to physical development and <u>discuss</u> those that influence individual differences during middle childhood. <u>Brainstorm:</u> <u>Recall</u> activities which were enjoyed during middle childhood.	Westlake, <u>Relationships</u>, Ch. 33 Hadfield, <u>Childhood and Adolescence</u>, Ch. 4 Shuey, Woods, and Young, <u>Learning About Children</u>, Ch. 18

During the years of middle childhood the child is in a stage of activity, exploration, and investigation.

When one is familiar with the developmental patterns of middle childhood, it is easier to understand the behavior of this age child.

If family life is affectionate and desirable attitudes are consistent, the family will continue to influence the child's attitudes and behavior.

Each child is different and needs to be made aware of his own worth and to be accepted as an individual.

View a film illustrating the characteristics of middle childhood development and compare characteristics of children of this age.

Field Trip: Visit an elementary school. (NOTE: Teacher should make arrangements with elementary principal ahead of time. Only 2-3 girls should visit each classroom in grades 1-6. Observation sheets used by students should include questions about characteristics of children, physical facilities of classroom, and relationships between students and their teacher. If possible, make plans for the same students to visit the same classroom more than once.)

Determine characteristics of the six to twelve year old by observing children in the community, such as:

- siblings
- children of neighbors
- children of relatives

Discuss differences observed in individuals within the same age group.

Evaluation: Write a story or prepare an illustrated booklet that explains the patterns of development of middle childhood.

Panel Discussion: Invite parents of six to twelve year olds to discuss how parents influence a child's behavior and the importance of treating each child as an individual.

Write a case study about siblings showing how attitudes of the family influenced the total personality of each child by making comparisons such as:

- an "A" student with a "C" student
- a child who is good at football with one interested in science
- an obese child with a thin child

OR

Complete a case study explaining how each child should be accepted on his own attributes.

Sample: "Two brothers, ages 8 and 11, attend the same school. Tom makes straight A's and Bob makes mostly C's. Their parents pay one dollar for each A. Bob is deprived of TV privileges and after-school activities because he doesn't make A's."

From Sociable Six to Noisy Nine,
Kentucky Department of Mental Health
OR

From Ten to Twelve, Audio-Visual
Services, University of Kentucky

Brisbane, The Developing Child, Ch. 14

Shuey, Woods, and Young, Learning About Children, Chs. 4 and 19

Westlake, Relationships, Ch. 13

SPECIAL INTEREST - VII. Middle Childhood

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Peer influence becomes greater when children enter school.	<u>Read</u> references to determine the influence of peers and/or parents on middle childhood.	Hadfield, <u>Childhood and Adolescence</u> , Ch. 4
A primary concern of the six to twelve year old is peer status.	<u>Cite</u> examples where clothing, food selection, and children's activities are influenced by peers and/or parents.	Shuey, Woods, and Young, <u>Learning About Children</u> , Ch. 19
		Brisbane, <u>The Developing Child</u> , Ch. 13
		Westlake, <u>Relationships</u> , Ch. 33
		Ilg and Ames, <u>Child Behavior</u> , Part II
	(EE) <u>Work</u> with six to twelve year old children in organizations such as: - Brownie or Cub Scouts - 4H - Church youth groups	
	<u>Define</u> anxiety.	
Too much emphasis on acceptance and approval may cause unnecessary anxiety and conflict.	<u>Resource Person:</u> <u>Invite</u> a resource person to discuss sources of anxiety and conflict for the six to twelve year old child. OR <u>Answer Questions</u> about sources of anxiety and conflict for the six to twelve year old child, using the fishbowl technique.	Shuey, Woods, and Young, <u>Learning About Children</u> , Ch. 6
		Suggested resource persons: - Juvenile authority - Child welfare representative - Guidance counselor - Elementary principal - Director of pupil personnel
		Ilg and Ames, <u>Child Behavior</u> , Part II
		Ross Laboratories, <u>Your Child's Fears</u>

A child's spending is influenced by various social pressures.

Write a paragraph describing childhood behavior difficulties caused by anxieties and conflict and how parents helped them through these experiences.

Evaluation: List and explain some sources of anxieties and conflicts of the child from six to twelve.

Interest Approach: Answer the question "How do your six to twelve year old brothers and sisters spend their money?"

Interview six to twelve year old children to determine how they spend money. Compare results.

Buzz Session: Identify some influences on child spending practices.

Study advertisements and analyze appeal made to influence the spending practices of children.

(AT) Debate: "A child should be allowed to spend his own money however he wishes."

List guidelines to use in helping children form desirable spending habits.

Evaluation: Complete the statement "As a consumer the six to twelve year age group..."

Metropolitan Life Insurance,
Growing and Learning and
I Won't, I Won't

Public Affairs Pamphlets

Magazines such as: Jack and Jill and
Young Miss, newspapers, TV, cereal box
tops, catalogues

Money Management
Children's Spending
HFC

Fleck and Fernandez, Exploring Home
and Family Living, Ch. 15

Barclay and Champion, Teen Guide to
Homemaking, Ch. 2

SPECIAL INTEREST

MAJOR CONCEPT FOR UNIT: VIII. Adolescence

SUPPORTING CONCEPTS: A. The need for parental understanding of the adolescent
B. Problems of adolescence
C. Guidance of adolescence

BEHAVIORAL OBJECTIVE FOR UNIT: Understand the parental point of view of adolescence.

SPECIFIC PERFORMANCE OUTCOMES:

- The student will
- determine the need for parental understanding of the adolescent.
 - analyze problems of adolescence.
 - develop guidelines for the parent of adolescents.

GENERALIZATION: Parental understanding of changes during adolescence may improve communication within the family.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
It is important for parents to learn to guide their children adequately.	<u>Read</u> references to define autocratic, permissive, and democratic philosophies of child rearing. <u>Cite</u> examples of each. <u>Discover</u> how children react to parental training when they become adults and have children of their own.	Craig, <u>Thresholds of Family Living</u> , Ch. 10
Some beliefs concerning child rearing may be unsound and need to give way to more valid findings.	<u>Defend or criticize</u> some saying concerning child rearing, such as: - if you are nice to a child he will take advantage of you - the school of hard knocks is the best teacher - like father like son	Duvall and Hill, <u>When You Marry</u> , Ch. 14
The recognition of developmental goals of adolescents will enable parents to reach a better understanding of this age group.	<u>Read</u> references to develop a list of developmental goals of adolescents. <u>Defend</u> each goal as it is added to the list.	Duvall and Hill, <u>Being Married</u> , Ch. 20, p. 407 Westlake, <u>Relationships</u> , Ch. 12, pp. 130-131 Children's Bureau Publications, No. 347, <u>The Adolescent in Your Family</u>

It is not unusual for teen years to be a strain in many homes as some teens feel their parents do not understand them.

Adolescents need to establish identifications with peers and find their own identity as well as maintain their interdependent relationship with their family.

Evaluation: Defend the statement, "The transition from childhood to adulthood is facilitated by parental understanding."

Analyze problems of adolescence such as:

- inability to communicate with parents
- grades in school
- jobs and careers
- drugs and alcohol
- housing, clothing, and standards of cleanliness below that of friends
- quarreling or divorced parents
- mobility of family

Complete a case study dealing with problems teenagers have.
(NOTE: Teacher develops the beginning for a case study of each problem. Students are to assume role of parent)

Symposium of students to discuss how parents may help teen-agers become independent and responsible adults. Some suggested topics are:

- teen-age independence
- parents loose the apron strings
- mutual respect for parents and teen-agers

Evaluation: Give twenty responses to the following statement, "When I become a parent of a teen-ager I will..."

Ginott, Between Parent and Teen-ager, Chs. 1 and 2

Public Affairs Pamphlet, Parent-Teen-ager Communication and Health Care for the Adolescent

Landis, Your Marriage and Family Living, Ch. 2

National Foundation, March of Dimes, To Know and To Care

Interstate Printers and Publishers, The Early Adolescent: A Guide for Parents

Ginott, Between Parent and Teen-ager, Ch. 2

Landis, Your Marriage and Family Living, Ch. 2

RESOURCES

BOOKS:

- American National Red Cross. Red Cross Home Nursing Handbook. New York, New York: Doubleday and Company, (Order from: local Red Cross Chapter or American National Red Cross, 17th and D Street, N. W. Washington, DC 20006, \$1.00)
- Ames, Louise Bates. Child Care and Development. Philadelphia, Pennsylvania: J. B. Lippincott Company, 1970. (Order from: Publisher, East Washington Square, Philadelphia, PA 19105, \$6.96)
- Anderson, Paul S. Story Telling with the Flannel Board, Book I. Minneapolis, Minnesota: T. S. Denison and Company, 1971. (Order from: Publisher, 5100 West 82nd St., Minneapolis, MN 55431)
- Better Homes and Garden. Baby Book. Des Moines, Iowa: Meredith Press, 1971. (Order from: Publisher, 1716 Locust St., Des Moines, IA 50303)
- Baker, Katherine Read, and Fane, Xenia F. Understanding and Guiding Young Children. Englewood Cliffs, New Jersey: Prentice Hall, 1971. (Order from: Publisher, Englewood Cliffs, NJ 07632)
- Barclay, Marion S., and Champion, Frances. Teen Guide to Homemaking. Manchester, Missouri: McGraw-Hill Book Company, 1967. (Order from: Publisher, Manchester Rd., Manchester, MO 63011)
- Blumefeld, Jane; Thompson, Pearl E.; and Vogel, Beverly S. Help Them Grow. Nashville, Tennessee: Abingdon Press, 1971. (Order from: Publisher, 201 8th Avenue S., Nashville, TN 37282)
- Boston Children's Medical Center and Gregg, Elizabeth M. What To Do When There's Nothing To Do. Pinebrook, New Jersey: Delacorte Press, 1971. (Order from: Publisher, P. O. Box 2000, Pinebrook, NJ 07058, paperback \$.95)
- Brisbane, Holly E. The Developing Child. Peoria, Illinois: Chas. A. Bennett Company, 1971. (Order from: Publisher, 809 W. Detweiller Dr., Peoria, IL 61614)
- Cohen, Dorothy, and Stern, Virginia. Observing and Recording the Behavior of Young Children. New York, New York: Teachers College Press, 1958. (Order from: Publisher, Columbia University, New York, NY 10011)
- Colorado Association of Future Homemakers of America. Preschool Guide. Boulder, Colorado: Pruett Press, 1970. (Order from: Publisher, Box 1560, Boulder, CO 80302)
- Commission on Population and Growth. Population and the American Future. New York, New York: The New American Library, March, 1972. (Order from: Publisher, 1301 Avenue of the Americas, New York, NY 10019, \$1.50)
- Craig, Hazel Thompson. Thresholds to Adult Living. Peoria, Illinois: Chas. A. Bennett Company, 1962. (Order from: Publisher, 809 W. Detweiller Dr., Peoria, IL 61614)
- Demarest, Robert J., and Sciarra, John J. Conception, Birth and Contraception. Manchester, Missouri: McGraw-Hill Book Company, 1969. (Order from: Publisher, Manchester Rd., Manchester, MO 63011)
- Dodson, Fitzhugh. How to Parent. New York, New York: New American Library, 1969. (Order from: Publisher, 1301 Avenue of the Americas, New York, NY 10019, \$3.95, paperback \$1.25)
- Duvall, Evelyn Mills, and Hill, Reuben. Being Married. Indianapolis, Indiana: D. C. Heath and Company, 1965. (Order from: Publisher, 2700 N. Richard Avenue, Indianapolis, IN 46219)
- Duvall, Evelyn Mills, and Hill, Reuben. When You Marry. Indianapolis, Indiana: D. C. Heath and Company, 1967. (Order from: Publisher, 2700 N. Richard Avenue, Indianapolis, IN 46219)
- Editors of Sunset Magazine. Things to Make for Children. Menlo Park, California: Lane Book Company, 1961. (Order from: Publisher, Menlo Park, CA 94025, \$1.95)
- Ellis, Mary Jackson and Lyons, Frances. Finger Playtime. Minneapolis, Minnesota: T. S. Denison and Company, 1967. (Order from: Publisher, 5100 West 82nd St., Minneapolis, MN 55431)

- Ericksen, C. Aileen. Observing and Working with Children in the Homemaking Program. Salt Lake City, Utah: Utah State Department of Public Instruction, 1957. (Order from: Publisher, 223 State Capitol, Salt Lake City, UT 84111)
- Erikson, Erik H. Childhood and Society. New York, New York: W. W. Norton and Company, 1963. (Order from: Publisher, 5th Avenue, New York, NY 10003, \$2.95)
- Fane, Arthur, and Fane, Xen'a. Behind Every Face A Family. Arlington Heights, Illinois: Ginn and Company, 1970. (Order from: Publisher, 450 Algonquin Rd., Arlington Heights, IL 60005)
- Fleck, Henrietta, and Fernandez, Louise. Exploring Home and Family Living. Englewood Cliffs, New Jersey: Prentice-Hall, 1971. (Order from: Publisher, Englewood Cliffs, NJ 07632, \$7.64)
- Ginott, Haim. Between Parent and Child. New York, New York: Avon, 1969. (Order from: Publisher, 605 3rd Avenue, New York, NY 10016)
- Ginott, Haim. Between Parent and Teenager. New York, New York: Avon, 1969. (Order from: Publisher, 60 5th Avenue, New York, NY 10017)
- Gordon, Ira J. Baby Learning Through Baby Play. New York, New York: St. Martin's Press, 1970. (Order from: Publisher, 175 5th Avenue, New York, NY 10010, \$5.95, paperback \$3.95)
- Green, Marjorie M. and Woods, Elizabeth L. A Nursery School Handbook for Teachers and Parents. Sierra Madre, California: Sierra Madre Community Nursery School Association, 1966. (Order from: Publisher, 701 East Sierra Madre Boulevard, Sierra Madre, CA 91024)
- Hadfield. Childhood and Adolescence. Baltimore, Maryland: Penguin Books. (Order from: Publisher, 7110 Ambassador Rd., Baltimore, MD 21207, paperback, \$1.45)
- Holl, Adelaide. Adventures in Discovery. (Set of Twelve Books) Wayne, New Jersey: Western Publishing Company, 1970. (Order from: Publisher, 150 Parish Dr., Wayne, NJ 07407, \$39.95)
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- American Association for Health, Physical Education, and Recreation. A Story About You. Washington, DC (Order from: Publisher, 1201 16th St. N.W., Washington, DC 20036, \$.40)
- American Toy Institute. Choosing Toys For Children of All Ages. New York, New York: (Order from: Publisher, 200 5th Avenue, New York, NY 10010, free)
- American Toy Institute. How To Choose Toys. New York, New York: (Order from: Publisher, 200 5th Avenue, New York, NY 10010)
- Association for Childhood Education International:
Aides to Teachers and Children, 1968
A Lap to Sit on and Much More, 1971
Art Guide: Let's Make a Picture, 1969
Children Can Make It, 1955
Equipment and Supplies, \$1.50
Housing for Early Childhood Education, \$1.50
 (Order from: Publisher, 3615 Wisconsin Avenue, N.W., Washington, DC 20016)

Beech Nut Baby Foods. Happy Medicine For Your Baby. Canajoharie, New York: (Order from: Publisher, Canajoharie, NY 13317, free)

Children's Bureau Publications:

Infant Care, No. 8

The Adolescent in Your Family, \$.25

(Order from: Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402)

Child Study Pamphlets. The Why and How of Discipline. New York, New York: (Order from: Child Study Association of America, 9 E. 89th St., New York, NY 10028, \$.75 plus \$.35 for postage and handling)

Community Playthings:

Criteria for Selecting Play Equipment for Early Childhood Education, 1971

Use of Large Muscle Play Equipment in the Classroom, 1971

(Order from: Publisher, Department 2, P. 1ton, NY 12417, free)

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Gerber Baby Foods. Food For Baby. Fremont, Michigan: (Order from: Publisher, Fremont, MI 49412, free)

Health Education and Welfare Pamphlets:

The Child With a Missing Arm or Leg, Children's Bureau, folder no. 47

The Child Who Is Hard of Hearing, Children's Bureau, folder no. 36

The Child Who Is Mentally Retarded, Children's Bureau, folder no. 43

The Mongoloid Baby, Children's Bureau, folder no. 50

The Preschool Child Who Is Blind, Children's Bureau, folder no. 39

When You Adopt A Child, Children's Bureau, folder no. 13-1965

(Order from: U. S. Government Printing Office, Washington, DC 20402, \$.10 each)

Household Finance Corporation. Money Management Children's Spending. Chicago, Illinois: (Order from: Publisher, Prudential Plaza, Chicago, IL 60601, \$.25)

Interstate Printers and Publishers. The Early Adolescent: A Guide for Parents. Danville, Illinois: (Order from: Publisher, 19-27 N. Jackson St., Danville, IL 61832, \$.50)

Johnson and Johnson:

As Your Child Grows, free

Baby's Eating and Sleeping Habits, free

(Order from: Publisher, New Brunswick, NJ 08903)

Kentucky Department of Child Welfare. Standards and Regulations for Day Care Centers and Day Care Homes. Frankfort, Kentucky: (Order from: Publisher, 403 Wapping St., Frankfort, KY 40601, free)

Kentucky Department of Education. Education in Kentucky for Children Under Six. Frankfort, Kentucky: 1967. (Order from: Publisher, Frankfort, KY 40601, free)

Kentucky Home Economics Extension Publications:

Your Children's Clothes, no. L231

Food Builds Healthy Children, no. SF-24

(Order from: Local Home Economics Extension Agent)

Kentucky State Department of Health Publications:

Baby's Food Series

Infant Feeding Guide

(Order from: Publisher, 275 E. Main St., Frankfort, KY 40601, free)

Mazyeh, Aurelia C. Suggested Equipment and Supplies for Infant-Toddler Center. Greensboro, North Carolina: Institute for Child and Family Development, 1969. (Order from: Infant Care Project, Institute of Child and Family Development, University of North Carolina at Greensboro, Greensboro, NC 27412, \$.50)

Metropolitan Life Insurance.

Growing and Learning, one copy free to teacher

I Won't, I Won't, one copy free to teacher

(Order from: Publisher, Health and Welfare Division, 1 Madison Avenue, New York, NY 10010)

National Association for the Education of Young Children. Some Ways of Distinguishing a Good School or Center for Young Children. Washington DC: (Order from: Publisher, Publications Department, 1629 21st St., N.W. Washington, DC 20009, one copy free upon receipt of self-addressed stamped envelope)

National Dairy Council.

Animal Feeding Demonstrations

What We Do Day By Day

Feeding Your Baby During His First Year

(Order from: Publisher, 145 Burt Rd., Lexington, KY 40503, or 3344 Newburg Rd., Louisville, KY 40218, or 320 N.W. 7th St., Evansville, IN 47708, or The Katterjohn Bldg., 1501 Broadway, Paducah, KY 42001, free)

National Easter Seal Society.

Safety Check List for Parents

Congratulations to the New Mommy

Home Safety Check List

(Order from: National Easter Seal Society for Crippled Children and Adults Publications, 2023 W. Ogden Avenue, Chicago, IL 60012, single copy free)

National Foundation - March of Dimes. To Know and To Care. White Plains, New York: (Order from National Foundation - March of Dimes, P.O. Box 2001, White Plains, NY 10602, free, limit 50 copies)

Planned Parenthood Clinic.

Should I Have As Many Kids As I Can Afford and Want?

Babies Aren't Found Under A Cabbage Leaf

Basics of Birth Control

Tell Me About IUD's, Doctor

Planning Your Family, \$.25

Modern Methods of Birth Control, \$.25

Voluntary Sterilization for Men and Women, \$.25

(Order from: Publisher, 331 W. 2nd & Broadway, Lexington, KY 40507)

Public Affairs Pamphlet.

You and Your Adopted Child, (pamphlet no. 274)

So You Want to Adopt a Baby, \$.25

Parent-Teenager Communication

Health Care of the Adolescent, (pamphlet no. 463)

How to Bring Up Your Child Without Prejudice, (pamphlet no. 373)

When Your Child is Sick, (pamphlet no. 441)

How to Cope With Crisis

(Order from: Publisher, 381 Park Avenue South, New York, NY 10016)

Pennsylvania State University. Ways With Children, Circular 351. University Park, Pennsylvania: (Order from: Publisher, Extension Service, University Park, PA, 16802, free)

Reed, Sondra D. Health is Everything. Greensboro, North Carolina: Institute for Child and Family Development, 1969. (Order from: Infant Care Project, Institute of Child and Family Development, University of North Carolina at Greensboro, Greensboro, NC 27412, \$.50)

Ross Laboratories.

The Phenomena of Early Development

Your Children and Discipline

Your Child's Fears

(Order from: Publisher, Columbus, OH 43216, free)

FILMS:

Association Films. Atlanta, Georgia. Children's Clothes, How To Choose Them, (Color, 21 min., give alternative dates) Crack In The Door, (Color, 15 min., give alternative dates. Order from: Association-Sterling Films, 5797 New Peachtree Rd., Atlanta, GA 30340, or 512 Burlington Avenue, La Grange, IL 60525)

HEAR Foundation. Pasadena, California: If You Love Your Child. 1968. (Color, 20 min. Order from: Publisher, 301 E. Del Mar Blvd., Pasadena, CA 91106. Return postage, book 6 weeks in advance, give alternative dates)

Helen Keller Crusade for the Blind. New York, New York: For Blind Children of the World. (Color, 12 min., Order from: Mrs. Barbara S. Trent, Information Specialist, 22 W. 17th St., New York, NY 10011, return postage, give alternative dates)

Kentucky Department of Child Welfare. Frankfort, Kentucky: Principles of Development. (22 min., free loan. Order from: Publisher, 403 Wapping St., Frankfort, KY 40601)

Kentucky Department of Mental Health. Frankfort, Kentucky.

Children's Emotions (22 min., free loan)

From Sociable Six to Noisy Nine (22 min., free loan)

From Ten to Twelve (27 min., free loan)

Give Them A Chance (12 min., free loan)

Life With Baby (20 min., free loan)

Principles of Development (22 min., free loan)

Tuesday's Child (14 min., free loan)

(Order from: Kentucky Department of Mental Health, P.O. Box 718, Frankfort, KY 40601)

Metropolitan Life Insurance Company. New York, New York: The Time of Growing. 1965. (Color, 29 min., Order from: Publisher, 1 Madison Avenue, New York, NY 10010. Return postage, book 4 wks. in advance, give alternative dates)

Modern Talking Films. Cincinnati, Ohio: Principles of Development. (22 min., free loan, Order from: Publisher, 9 Garfield Place, Cincinnati, OH 45202)

National Foundation - The March of Dimes. White Plains, New York:

Little Marty. 1969 (Color, 5 min.)

Only Kid on The Block. 1968 (Color, 14 1/2 min.)

(Order from: Publisher, P.O. Box 2000, White Plains, NY 10602. Return postage, book 6 wks. in advance, give alternative dates)

University of Kentucky. Lexington, Kentucky.

Abby's First Two Years (30 min., \$6.00)

And Gladly Learn. Part II Language Development and Concept Formation (40 min., \$5.00)

Children's Emotions (22 min., \$3.00)

Discipline and Self Control (25 min., \$2.50)

From Ten to Twelve (27 min., \$4.00)

He Acts His Age (15 min., \$3.00)

Man and His Culture (15 min., \$3.00)

(Order from: Audio-Visual Service, University of Kentucky, Reynolds Bldg., Lexington, KY 40506)

University of Tennessee. Nashville, Tennessee: Each Child is Different. (Order from: Film Library, University of Tennessee, 262 Cordell Hull Bldg., Nashville, TN 37219)

FILMSTRIPS:

Nursery School: A Planned Program for Three and Four Year Old Children. The Southern California Association for Nursery Education (filmstrip, record, script, Order from: Atlantic Productions, 894 Sheffield Place, Thousand Oaks, CA 91360, cost, \$16.00)

My Family and Other Families - Alike and Different. Glendale, California: Bowmar Early Childhood Series. (31 frame filmstrip, record, 8 min. color. Order from: Patrick West, Jr., Consultant, Early Childhood Education, State Department of Education, Frankfort, KY 40601, free loan)

SLIDES:

Community Playthings. Community Playthings. (Set of slides showing toys for children. Order from: Community Playthings, Rifton, NY 12471, free loan)

Why School Before Six. Childhood Resources. (40 color slide with cassette tape. Order from: Childhood Resources, 1150 Connecticut Avenue, N.W., Washington, DC 20036, cost \$52.00)

TRANSPARENCIES:

3-M Transparency Sets. Growth and Development Patterns. No. 11, Catalogue No. 369. (Order from: Visual Product Division, 3M Company, Box 3310A, St. Paul, MN, 55101) (Printed originals on loan from Instructional Materials Center, 151 Taylor Education Bldg., University of Kentucky, Lexington, KY, 40506)

CHART:

How a Baby Grows. New Brunswick, New Jersey: Johnson and Johnson, 1971. (Order from: Publisher, New Brunswick, NJ 08903, free)

PICTURES:

Moods and Emotions. Mankato, Minnesota: The Child's World, 1969. (Order from: M. S. and Della R. Hutchens, P. O. Box 1486, Lexington, KY 40501, \$7.95)

OTHER:

Bishop, Helen. Child Development Area of the Tentative Guide for Consumer and Homemaking Education. Frankfort, Kentucky: University of Kentucky Department of Vocational Education and Kentucky Division of Home Economics Education, 1971. (Order from: Division of Home Economics Education, Frankfort, KY 40601)

Directory of Health, Welfare, and Community Services. Lexington, Kentucky: Central Kentucky Regional Mental Health-Mental Retardation Board, 1970. (Order from: Publisher, 201 Mechanic St., Lexington, KY 40507, \$4.00)

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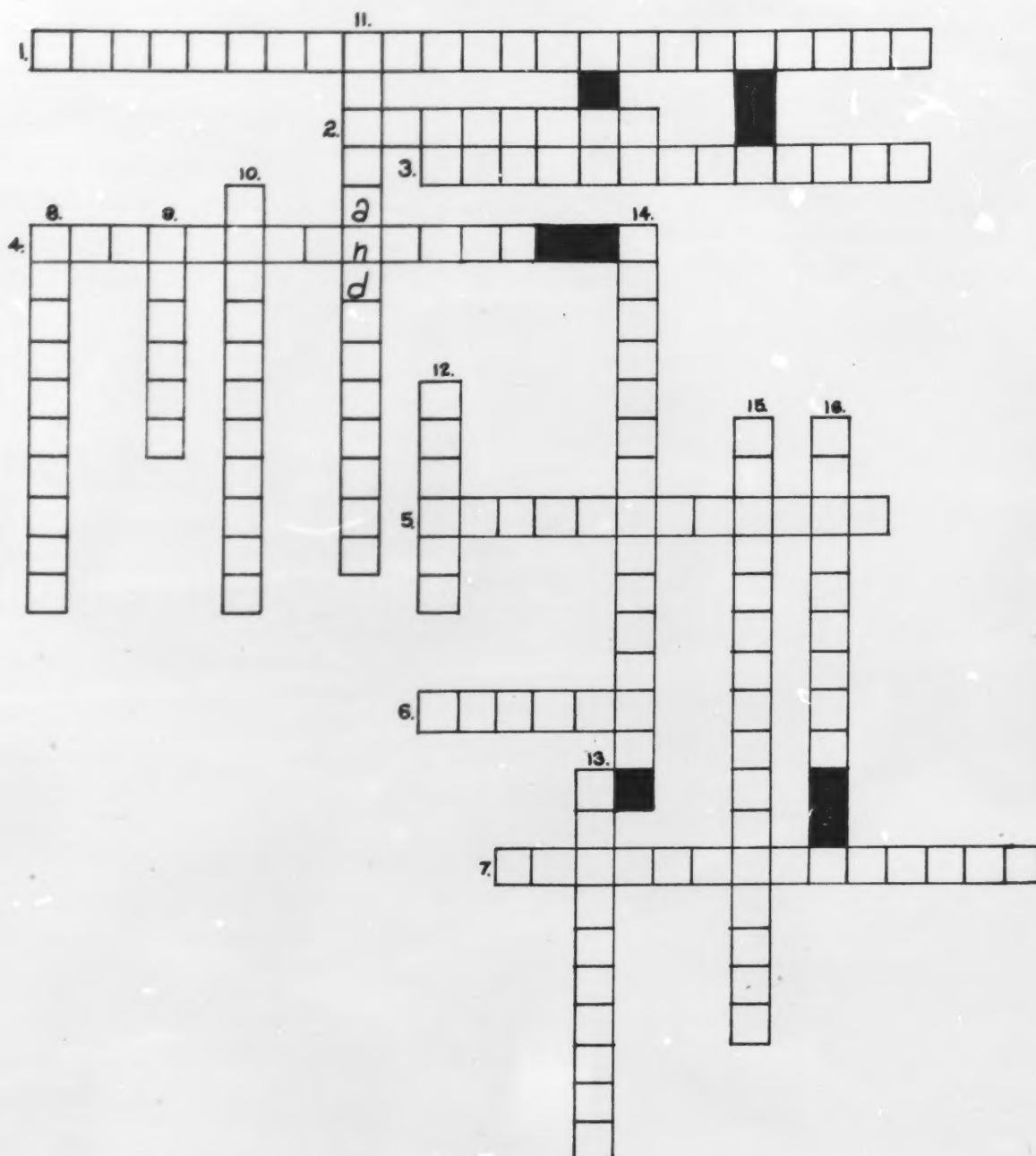
General Section of The Tentative Curriculum Guide for Consumer and Homemaking Education in Kentucky. Frankfort, Kentucky: Kentucky Department of Education, Bureau of Vocational Education, Division of Home Economics, 1971. (Order from: Division of Home Economics Education, Frankfort, KY 40601)

Index of State and Other Service Organization. Frankfort, Kentucky: Kentucky Program Development Office - Division of Development Information. (Order from: Kentucky Program Development Office, Division of Development Information, Capitol Bldg., Frankfort, KY 40601, free)

People and Their Environment: Teacher's Curriculum Guide to Conservation Education. (For Home Economics Grades 9-12.) Chicago, Illinois: J.G. Ferguson Publishing Company, 1969. (Order from: Publisher, 6 North Michigan Avenue, Chicago, IL 60602)

CROSSWORD PUZZLE

Principles and Patterns of Development



DIRECTIONS FOR CROSSWORD PUZZLE

ACROSS

1. Basic rules about how children grow (3 words)
2. Happy, sad, delight, crying
3. Technical name for the big muscle near the trunk that develops before the muscles which move the forearm, hand and fingers (2 words)
4. Technical term used for head-to-foot development
5. Mental development
6. Has doubled by the time the average baby is 4 or 5 months old
7. Child sits up before he stands up (2 words)

DOWN

8. Growth is _____.
9. A 50% increase during baby's first year
10. Technical term applied when baby picks up an object in a pawlike fashion before he is able to grasp with his middle finger, forefinger and thumb (2 words)
11. At no time is growth _____ and _____.
12. Development as a result of experiences with people
13. The pace at which an individual develops is one's _____.
14. Height and weight development (2 words)
15. The use of large and small muscles (2 words)
16. Common term used for the development of the big muscles near the trunk before the muscles develop that move the forearm, hand and fingers. (3 words)

Key Words To Crossword Puzzle

ACROSS

1. Principles of development
2. Emotions
3. Proximo distal
4. Cephalocaudad
5. Intellectual
6. Weight
7. Growth pattern

DOWN

8. Continuous
9. Height
10. Ulnar radial
11. Even and regular
12. Social
13. Growth rate
14. Physical growth
15. Motor development
16. Near to far

Name _____

HOW DO YOU FEEL ABOUT FAMILY PLANNING?

Please answer all questions by placing a check in the column which most accurately describes how you feel about family planning.

DO YOU:

	YES	NO	SOMETIMES	DON'T KNOW
1. think a couple should have children immediately after marriage?				
2. think all married couples are obligated to society to have at least one child?				
3. think all parents should have large families?				
4. think a wife should have a baby every 3-4 years?				
5. think babies are important in keeping a marriage together?				
6. think contraceptives should be used to control the number of children?				
7. think it is only the husband's responsibility to use contraceptives?				
8. think that the husband and wife should discuss with a doctor or specialist the best contraceptive for them to use?				
9. think that a childless couple should adopt?				
10. think you could love an adopted child as well as your own?				
11. think an unanticipated pregnancy adds strain to family relationships?				
12. think all adoptions should be made through adoption agencies?				
13. think every child should have at least one brother or sister?				
14. think all contraceptive methods are equally effective?				
15. think every child has the right to expect parents to provide certain basic needs such as food, clothes, education, shelter, health care, love, acceptance, etc.?				

SUGGESTED SCHEDULE FOR PLAYSCHOOL

1:00 - Arrival and free play
 1:20 - Creative activity
 1:30 - Story time

1:35 - Toileting and handwashing
 1:40 - Snack time learnings experience
 1:55 - Clean up, departure

SUGGESTIONS FOR PHYSICAL ARRANGEMENT OF PLAYSCHOOL

For the total development of the child, there should be centers for the various types of play. The locations of these centers will depend upon the physical arrangement of the room, safety features, traffic patterns and the number and location of observers.

In order to separate the play centers, dividers might be used. Examples of these dividers might be movable shelves, cardboard furniture, tables, book cases or a desk.

The following list of areas contains suggestions for equipment. Space should be provided for each child to leave belongings, clothing, and personal items.

Housekeeping area: Dress-up clothing for boys and girls, dolls, buggies, dishes, housekeeping furniture, and cleaning items. This center will be more effective if it is located out of the major traffic lanes so privacy will be provided.

Active play area: This area of the playschool should be located out of the major traffic areas. Equipment in this area might include blocks, trucks, cars, balls, a sand box, tunnels, boards on which to climb and riding toys. Some of these items may be placed in the room and others brought into the room for variety. Music equipment may also be in the active play area. Items that may be found are record player and records; musical instruments such as drums, triangles, bells, sandpaper blocks, shakers made from pie pans, and cymbals made from pan lids.

Quiet play area: This area should contain items for children to use in art activities. Included might be improvised easels, paints, clay, paper, crayons, scissors, finger paints, paste, play dough and other materials. Other activities might include puzzles, books and toys that do not require the use of large muscles. In this center the teacher might include live animals such as turtles, rabbits, mice, birds, and an aquarium; plants, rocks, old clocks, magnets, rulers, scales, prisms, nuts, bolts, and locks. These items might be placed on tables or shelves.

Adapted from:
 "Teaching Child Development"
 Murray State University and
 Kentucky State Department of Education

ENROLLMENT FORM

I. Enrollment Information

Name _____ Nickname _____

Date of Birth Year _____ Month _____ Day _____

Address _____ Phone Number _____

Father's Name _____ Occupation _____

Mother's Name _____ Occupation _____

In case of an emergency contact _____ Phone _____

Brothers and their ages _____

Sisters and their ages _____

Others living in home _____

II. History of Child

A. Eating

Good appetite _____ Poor appetite _____

Food likes _____ Food dislikes _____

Foods he isn't permitted to eat _____

Problems _____

B. Sleeping

Does child take nap? _____ Length _____

Sleeps from _____ to _____ at night

Problems _____

C. Elimination

Is child toilet trained? _____

Regular time for BM? _____

How he tells an adult he needs to go to the toilet? _____

Problems _____

D. Washing and Dressing

Can he wash his own face and hands? _____

Can he dress himself? _____

With what does he help in clothing? _____

Put away or hangs up clothing? _____

Problems _____

- E. Special Problems: List any special problems that the school should know in order to meet the child's needs. _____

- F. Play and Experiences with Others

Favorite toys _____

What does he like to play best? _____

Does he like to play with others? _____

Has he had any other group experience? _____

If so, where? _____

III. Health

Height _____ Weight _____

Immunizations: (year)

DPT _____ Booster _____

Polio _____ Booster _____

Measles: Red _____ 3-Day _____

Test:

Tuberculin _____ Other _____

When did your child have:

Measles _____ Whooping Cough _____

Chickenpox _____ Mumps _____

Skin allergy _____ Asthma or Hay Fever _____

Surgery _____

Date of last physical examination _____

GUIDE FOR OBSERVATION FORMS

Suggested heading for each observation:

Name _____

Child's Name _____ Date _____

Complete form by commenting on child's reactions to:

Observation I

Routines:

How does he need help with clothes?

Does he eat his snack and is he able to handle food?

What manners has he developed?

Does he need help with handwashing?

Is he able to handle toileting?

Other comments:

Observation II

Free Play:

What toys does he use most?

Does he put toys away? How?

Does he play well in a group?

How does he get along with group members?

Other comments:

Observation III

Social Contacts:

Which child does he play with the most?

Which child does he play with the least?

When is he a leader or follower?

How does he react to adult help?

Other comments:

Observation IV

Planned Activities:

Does he participate?

Is he capable of activity?

Is he restless?

What does he like best?

What does he like least?

Is he interested?

Other comments:

PLAYSCHOOL QUESTIONNAIRE

Complete the form by answering the following questions:

Schedule

1. Did the daily schedule provide a variety of activities for the children? _____
2. What changes in the schedule did you make in order to include different activities? _____

Selection of Children for the Playschool

1. Were the children selected to include differences in socioeconomic levels, in races, and in growth rates? _____
2. What different types of children would you suggest for the playschool next year? _____

Equipment and Materials

1. What suggestions would you offer for changes in equipment? _____
2. How might one improvise the suggested equipment? _____
3. List materials that were needed but not available. _____

Observations:

1. What item of behavior did you observe that helped you to better understand children? _____
2. What additions or changes would you make concerning observation forms? _____

Experiences With Children

1. What experiences for the children do you think should be added next year? _____
2. What experiences did you think were too hard for the children? _____
3. What experiences did you think the children enjoyed the most? _____
4. What experiences have you learned in the playschool that you would use with your own children? _____

Other suggestions for improving the playschool. _____